

DOCUMENT RESUME

ED 249 139

SO 015 915

AUTHOR Walker, David; And Others
TITLE Literacy and Nation-Building in Zimbabwe: Summative Evaluation of USAID's Grants to the Adult Literacy Organization of Zimbabwe. Phase I.
INSTITUTION World Education, Inc., Boston, MA.
PUB DATE Nov 83
NOTE 143p.; An evaluation of the "Adult Literacy Teacher Training and Text Production OPG Project No. 613-0220" conducted by the Adult Literacy Organization of Zimbabwe (ALoz) and the USAID Mission to Zimbabwe. Chart on page 21 may not reproduce clearly.
PUB TYPE Reports - Evaluative/Feasibility (142)
EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Adult Basic Education; *Adult Literacy; Comparative Education; Educational Objectives; Educational Research; Foreign Countries; Functional Literacy; Information Dissemination; Instructional Materials; *Literacy Education; Program Effectiveness; Program Evaluation; Teacher Education
IDENTIFIERS *Zimbabwe

ABSTRACT

A program funded by USAID to help the Adult Literacy Organization of Zimbabwe (ALoz) increase its capacity to provide training and supervision for adult literacy teachers and to publish and distribute literacy texts is evaluated. Methodology used included questionnaires, interviews with ALoz staff, observation of grant activities, and a review of documents. Overall, the evaluators felt that ALoz is on its way to achieving all grant objectives. However, to date not all objectives have been met in their entirety. The number of sponsors obtained, teachers trained and refreshed, and students enrolled all fell short of the projected target. Little has been done internally with staff development, and ALoz is still in the process of developing a feedback system to measure program gains and client needs. ALoz has successfully fulfilled its goal of increasing publication of literacy materials. Major problems encountered in the administration of ALoz include lack of team work and insufficient coordination within ALoz and with the Ministry of Education and Culture. The conclusion is that ALoz should work closely with the government in its National Literacy Campaign. (RM)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED0249139

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as
received from the person or organization
originating it.

☒ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Rolland G. Paulston

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

LITERACY AND NATION-BUILDING IN ZIMBABWE:
SUMMATIVE EVALUATION OF USAID'S GRANTS TO THE
ADULT LITERACY ORGANIZATION OF ZIMBABWE

Phase I

David Walker
World Education, Boston, Mass.

Thelma Ahoi
World Education, Boston, Mass.

Rolland G. Paulston
International and Development Education Program
University of Pittsburgh

USAID OPB's No. 613-0220 and 613-0224

Harare

November 1983

5/0159/15

TABLE OF CONTENTS

	<u>Page</u>
<u>OBSERVATIONS BY THE WORLD EDUCATION EVALUATORS</u>	1
I. INTRODUCTION	3
A. Rationale	3
B. The Evaluation Team	5
C. Scope of Work	7
D. Aims and Organization of the Report	10
II. BACKGROUND OF ADULT LITERACY EFFORTS IN ZIMBABWE	12
A. ALOZ Programs	12
B. The National Literacy Campaign (NLC)	22
C. Objectives of the Initial AID Grant to ALOZ	29
III. THE EVALUATION DESIGN	36
A. Aims	36
B. Methodology	38
C. Conclusions and Recommendations on Methodology for Phase II	40
IV. COLLECTION OF DATA IN SELECTED AREAS	41
A. Pilot Testing of Instruments in the Harare area	41
B. Field Visits to Other Regions of the Country	42

	<u>Page</u>
V. PRELIMINARY FINDINGS AND COMMENTS	48
Part 1: <u>Fulfillment of the Grant Objectives</u>	48
A. Improving the Economic and Social Well-Being of the Poor in Zimbabwe	48
B. Expanding the Absolute and Relative Numbers of Functionally Literate Adults, Especially Women	51
C. Project Activities	59
D. Training Literacy Teachers	62
E. Supervision of Literacy Teachers	67
F. Increasing Publication of Literacy Materials	68
G. Staff Development	76
H. Improving the Information System	77
Part 2: <u>The Structure, Organization, Administration and Coordination of ALOZ</u>	81
A. Pilot Report	81
B. Degree of Satisfaction with Activities Carried Out by ALOZ	84
C. ALOZ's Effectiveness	85
D. Main Problems Encountered in the Administration, Structure, Organization of ALOZ	86
E. Suggested Solutions	87
F. Observations	87
PART 3 <u>The Relationship Between ALOZ and the National Literacy Campaign</u>	95
A. ALOZ's Involvement in the Campaign	95
B. Areas to Investigate for Possible Cooperation	4

	<u>Page</u>
VI. FORMATIVE EVALUATION OF THE ALOE PRESS	97
A. General Observations	97
B. Progress in Meeting Project Goals	100
C. Costing and Pricing Methods	107
D. Management and Operation	113
E. Summary of Recommendations	130
 APPENDICES	 135
A. Members of the Evaluation Team	
B. Members of the Steering Committee	
C. Instruments Developed in Phase I	
D. ALOE Press Costing and Pricing Forms	
E. ALOZ Process Evaluation Instruments	

OBSERVATIONS OF THE WORLD EDUCATION EVALUATORS

1. Not all of the objectives of the USAID grant were met in their entirety. The number of sponsors obtained, teachers trained and refreshed and students enrolled all fell short of the projected target. This was certainly due, in part, to the general economic situation of the country which was beyond ALOZ's control. There were also delays and setbacks encountered in meeting some of the project's other objectives such as developing and publishing materials and instituting a new information system. In view of the short duration of the grant period (only 2 years) and the situation in which ALOZ found itself in the post-independence period, the expected outputs were unrealistic. Nevertheless, ALOZ has made important strides forward in all of these areas. The team feels that the objectives of the USAID grant are on their way to being achieved.
2. The evaluation team was impressed with the professionalism and sincerity with which ALOZ staff have approached their work. Their dedication and perseverance under demanding conditions is a real asset to the organization and to the country. Everywhere the team visited it found a reservoir of appreciation and good will toward the service ALOZ has been rendering over the years.
3. During the grant period ALOZ has begun a significant transition away from a more traditional syllabic method of teaching which

had only literacy as it's goal, to a psycho-social method with broader consciousness in raising human development objectives. The evaluation team feels that this reorientation is a praiseworthy one which should be vigorously pursued. There are always growing pains associated with significant changes, and certainly ALOZ has not been free from these. It is still too early to assess any impact from this change in their literacy methodology.

4. ALOZ has also faced some difficulties adjusting to the socio-political changes that have occurred since independence. Previously, they were the major organization involved in literacy work in the country. Now the Government of Zimbabwe has launched the National Literacy Campaign and ALOZ finds itself on the periphery, so to speak, of literacy efforts. ALOZ must move more rapidly in adapting itself to this new national context. The evaluation team sees as a top priority that ALOZ develop clear directions with regard to its participation in the National Literacy Campaign and its role in literacy work in the years ahead.
5. The evaluation team feels that ALOZ can make an important contribution in the fields of training and the development and publication of materials. In this latter regard it should work hand in hand with the government, filling the need for reading materials for new literates. Being a small organization ALOZ

can also fill a role in meeting the literacy needs of special learning groups that might not be reached by the National Literacy Campaign. ALOZ is already reaching such groups in urban and industrial areas.

6. The evaluation team feels that in view of the importance of defining the relationship between ALOZ and the National Literacy Campaign it is important that ALOZ, USAID and the Steering Committee continue the evaluation exercise into Phase II. Phase II should be a more in-depth analysis of the issues raised in this report which, due to time constraints, should be considered as preliminary.

I. INTRODUCTION

A. Rationale

On September 29, 1981, the USAID Mission to Zimbabwe and the Adult Literacy Organization of Zimbabwe (ALOZ) entered into a grant agreement entitled "Adult Literacy Teacher Training and Text Production OPG Project No. 613-0220". The purpose of this grant was to support a two-year program by ALOZ to increase its capacity to provide training and supervision for adult literacy teachers and to provide textbooks for use by literacy teachers and students.

According to the grant document a formative evaluation was to be carried out by ALOZ with AID participation and a member of the Government of Zimbabwe or the University of Zimbabwe at the end of the first year. The mid-term Formative Evaluation was carried out in September 1982, as planned, by Carolyn Barnes and James Hoxeng of USAID. The grant document also specified that at the end of the project "an independent, in-depth summative evaluation will be carried out". Together the two evaluations would provide ALOZ and USAID with "findings and recommendations concerning unanticipated factors affecting the project".

In the meantime, on November 16, 1982, USAID/Zimbabwe and ALOZ entered into a second grant agreement entitled "Books for New Literates OPG Project No. 613-0224". The second grant grew out of recommendations made in the mid-term formative evaluation and was designed to support ALOZ over a two-year period in meeting the demand for simplified and relevant printed materials for new literates by increasing and improving its printing capacity. As in the case of the earlier grant, a formative evaluation was to be conducted at the end of the first year.

The present report partially fulfills the evaluation requirements of both grants. On the one hand it is the first phase

of an in-depth summative evaluation of the earlier grant concerning teacher training and text production. At the same time it contains a mid-point formative evaluation of the second grant concerning books for new literates.

B. The Evaluation Team

In August, 1983, World Education, Inc. of Boston was contracted to carry out the summative evaluation of the earlier grant. The first two members of the World Education team, an adult education specialist and a training specialist, arrived in Zimbabwe during the last week of October and began work on October 24. The third member of the team, an economist, arrived one week later.

The USAID Mission to Zimbabwe was concerned that the summative evaluation should not only review the progress ALOZ had made in meeting the grant objectives, but that it also should concern itself with ALOZ's future direction and make recommendations for changes if such changes were perceived as being warranted. For this reason a Steering Committee was set up to oversee and to give guidance to the evaluation activity. The Steering Committee consisted of six people: two members from the Ministry of Education and Culture, the Education Officer in charge of the nonformal sector and the Evaluation Officer; two members from the Ministry of Community Development and Women's Affairs (which has responsibility for implementing the Government of Zimbabwe's National Literacy

Campaign), the Assistant Secretary for Training and the Principal Training officer; the Chairman of the Department of Adult Education at the University of Zimbabwe; and the Principal of Ranche House College, a private community college which has been involved in training literacy workers for the government.

The Steering Committee met for the first time on October 24. Although the World Education team was not present at the meeting it was instructed by the Steering Committee to draw up a plan of work including an outline of the evaluation and a description of the methodology to be used. The Steering Committee was to meet to review the evaluation plan one week later.

The second Steering Committee meeting took place on October 31. By this time two AID staff members had arrived to begin the formative evaluation of the second ALOZ grant. At this meeting and at a subsequent meeting at the Ministry of Education and Culture it became evident that the Steering Committee had a number of important evaluation questions of their own and some strong recommendations

regarding methodology. It was therefore decided that the committee members from the two ministries, in so far as time commitments allowed them, would participate as full members of the evaluation team.

The evaluation team, as it finally evolved, consisted of the three members from World Education, the two AID staff members whose primary responsibility was the formative evaluation of the second grant, and the two Steering Committee members from the Ministry of Education and Culture. Time did not permit the other Steering Committee members to play an active part in the actual gathering of data, but the two members from the Ministry of Community Development and Women's Affairs spent many hours in the initial phase of designing the evaluation and preparing the instruments.

C. Scope of Work

The scope of work evolved much as did the composition of the evaluation team. The original scope of work designed by the World Education team included the following activities:

1. To elicit input from ALOZ staff, members of the Steering Committee, government ministry officials, and AID officials on evaluation questions and indicators of performance.
2. To review the relevant documents to find out the major objectives and issues.

3. To prepare the necessary instruments and to gather relevant data.
4. To prepare a draft report by the end of the third week and to present it to the Steering Committee for comments.
5. To prepare a final report which would include a description of the National Literacy Campaign, the relationship between ALOZ and the campaign, and recommendations for improving cooperation between ALOZ and the Government of Zimbabwe.

The methodology was to have included observation of grant activities (such as literacy classes, teacher training and development projects); structured and unstructured interviews; review of documents, reports and publications; solicitation of comments from experts; and the administration of a literacy test to a number of participants.

When the evaluation team was expanded several additional concerns had to be addressed. The first of these had to do with the orientation of the evaluation. More emphasis would be placed on the degree to which ALOZ's philosophy, organizational structure, and teaching methods were consistent with the goals and objectives of the National Literacy Campaign. Therefore the views of many more local government bodies and officials would have to be included.

At the same time, the enlarged evaluation team opted for the use of more structured instruments. Questionnaires would be prepared for each category of respondent. The questionnaires would be pre-tested and then administered using random sampling techniques. In order to assure that the evaluation would be entirely objective, it was decided that data collected by ALOZ evaluators over the past two years would not be used and that ALOZ staff would not be involved in the design or administration of the questionnaires.

The evaluation team met daily for the next week to review and improve the questionnaires and to plan field trips and sampling techniques. It very quickly became evident that the scope of the evaluation had grown to become a full blown research effort which would yield much more data than the team could possibly hope to analyse and interpret in the two week's time that the World Education members would remain in Zimbabwe. The dilemma was presented to the USAID Mission and it was eventually decided that the evaluation of ALOZ would take part in two phases. Phase I would be completed in the original one month time allotted for the summative evaluation of the original grant. It would include the development of the evaluation design, the preparation and testing of instruments, and the administration of the instruments on a limited basis in selected areas of the country. Analysis of this preliminary data along with interviews with ALOZ staff, observation of grant activities and a review of documents would be the basis for a preliminary report which would include the formative evaluation of the second grant.

Phase II will be carried out under separate arrangements with the USAID Mission in Zimbabwe by the team members from the Ministry of Education and Culture under the guidance of the Steering Committee. The Phase II report will be an extension of Phase I but will utilize computer analysis of the questionnaire data and provide an in-depth study of a number of variables which could not be adequately covered in Phase I. Phase II is presently scheduled for completion by the end of March, 1984.

D. Aims and Organization of the Preliminary Report

The Phase I Evaluation is divided into six sections. The introductory section has explained the rationale for the evaluation, described the evolution of the evaluation team and outlined the scope of work.

Section two will describe the background of adult literacy efforts in Zimbabwe. This will include a brief history of ALOZ and a description of its programs. It will also outline the objectives

of the National Literacy Campaign. Finally it will enumerate the specific objectives of the two USAID grants to ALOZ.

Section three will describe the evaluation design in detail, outlining the aims indentified by the evaluation team and providing a detailed summary of the methodology. Recommendations will also be made for Phase II methodology.

In section four the collection of data for Phase I will be described. This will include information about the areas visited, the types of activities observed, the kinds of problems encountered and the number of each type of respondent.

Section five will summarize the preliminary findings and make tentative observations regarding the achievement of the project's objectives. The section is divided into three parts according to the three major concerns of the evaluation team. The first part will examine the extent to which ALOZ fulfilled the objectives as specifically set out in the USAID grant agreement. In addition to quantitative indicators, the quality of project activities will also be discussed. The second part will contain a pilot report on the structure, organization, administration and coordination of ALOZ. Specifically it will preview the kind of information that has been gathered and discuss how it will be analysed in Phase II of the evaluation. Finally, in the third part, the relationship between ALOZ and the National Literacy Campaign will be discussed. This

part will review ALOZ's involvement in the campaign and outline possible areas for improving cooperation between ALOZ and the Government of Zimbabwe.

Finally, Section Six will constitute the formative evaluation of the second ALOZ grant. It will examine the new ALOE Press and make recommendations regarding its future operation.

II. BACKGROUND OF ADULT LITERACY EFFORTS IN ZIMBABWE

A. ALOZ PROGRAMS

The Adult Literacy Organization of Zimbabwe (ALOE) works within four main areas: the training of literacy teachers; the supervision of literacy programs; the production of reading materials for new literates; and the promotion of income-generating activities for literacy groups.

The present ALOZ program has evolved over a 20 year period. It began when the Christian Literature Agency (Lit-Lit) working in Matabeleland, pooled its efforts with the Adult Literacy Council then working in Mashonaland. Both organizations were church-backed with the council having a strong Laubach tradition. Volunteer literacy workers from the United States played a vital role in giving professional guidance. One of them, Alice Sanderson from California, stayed with the organization and continued to work with

it until her retirement in 1975. ALOZ was registered in 1970 as a welfare organization. Its registered membership at present stands at 24. It is run by a Management Committee, members of which are elected at Annual General Meetings. Two of the founding members still serve on the Management Committee.

In ALOZ, great emphasis is placed on literacy teaching and the training of literacy teachers. Trainees are selected by their community, church or industry, and usually have at least a primary school education or higher. Until 1981 they were taught how to run their classes using a syllabic approach to literacy teaching. Their training courses were then 12 weeks long. After 1981 a 7-week course was instituted for those with some secondary education, and a 14-week course for those without.

Given the political and social conditions of the colonial days, helping to make Africans literate was a fairly radical action to which Government turned a blind eye, provided it did not get out of hand.

Independence in 1980 brought a socialist government into power which placed high value on equality and social justice. In this context literacy takes on a broader meaning - not merely the reading of words but also the reading of the world and taking action to remake the world. The ability to read and write words is called literacy. The ability to read and write the world is called

critical consciousness. This extended view of literacy has taken roots in many countries since it was first elaborated by Paulo Freire in Brazil. In Africa many of the pro-socialist governments, such as Guinea-Bissau and Ethiopia, have adopted Paulo Freire's methods of making people literate. In Zimbabwe, therefore, after years of colonial oppression and a military struggle to achieve independence, literacy took on a larger meaning than the mere reading and writing of words. The change of government in Zimbabwe posed a challenge to the values and methods of the institutions in the country, including ALOZ.

On its own initiative, before independence, ALOZ had begun investigating the psycho-social method of literacy teaching, a derivation of the Freirean school of thought. Staff members attended a few workshops on the method. With general agreement on the philosophy of the psycho-social method but reservations about its ability to really teach literacy, ALOZ took positive steps to modify its approach and some features of the psycho-social method were adapted. In training programs, group discussion and to some extent group dynamics, were emphasized. Picture codes were made at headquarters to help focus the discussions on common economic and social problems. Themes for the codes were derived from various studies carried out by the Ministry of Community Development and Women's Affairs, the Ministry of Education and Culture, and ALOZ staff. Examples of codes are thin cattle grazing on bare grazing land, people queuing up for paraffin, a group of people molding

bricks together, a group of young boys and girls drinking beer with elders. Some stories for readers are also based on the themes which grew out of listening surveys carried out in the Harare area. Primers are prepared choosing generative words from the themes. Teachers are then taught how to lead discussions with the codes using reflection and action questions along the general lines of:

What do you see happening?

Why is it happening?

Does it happen here?

What can we do about this problem?

This move of ALOZ coincided with the Government of Zimbabwe's initial efforts to establish the structure for a National Literacy Campaign also using an adaptation of the Freiren approach. The Catholic Commission for Social Services and Development was already using the psycho-social method in its literacy work in Zimbabwe.

According to the general objectives for Adult Literacy Programs outlined in ALOZ documents, the adult literacy teacher is encouraged to create a sympathetic learning environment in which adult literacy students are helped to improve their standard of living and the quality of life by:

- a. enabling them to consider family and local problems, and the sharing of common experiences.

- b. helping them to discover local resources (extension workers, local government bodies, local community learners) to help solve problems
- c. encouraging them to see themselves as resources, both individually and in the process of group cooperation, and encouraging them to join community action bodies
- d. assisting them to establish cash projects
- e. equipping them with the necessary literacy and numeracy skills they need for full participation in family, community and citizenship activities.

After some experimentation, ALOZ has settled on a 14 week training course for all teacher trainees. The previous 7-week course designed for trainees with two years secondary education has been extended to 14 weeks. Course content for all trainees now includes: the principles of adult education, literacy center administration, recruiting and testing of students, the use of codes to stimulate discussion, literacy and numeracy teaching and use of the teacher's guide. A significant proportion of the training time is spent on the last two content areas. Trainees who will work with community groups do an added unit on income generating project planning and management, with some basic English. Trainees going to

work in commerce and industry, On the other hand, concentrate on intensive English and Arithmetic teaching. A more learner-centered approach is desired now and teachers are being trained in participatory classroom methods with a strong emphasis on group discussion, though not at the expense of literacy skills.

Each trainee leaves the course equipped with a kit containing a full complement of books, lesson plans, word cards, a blackboard, a flannel board, a duster, a box of chalk, a clock face, pens, pencils, sharpeners and rulers.

Refresher courses are held annually. All ALOZ trained teachers are urged to attend these. Refresher courses are used as a means of upgrading and updating the teacher's competencies in the new methods.

At present there are roughly 345 ALOZ - trained literacy teachers operating on a full-time basis throughout Zimbabwe. The over-all enrollment of learners is estimated at 18,000 for 1983, 78% of which are women. Training fees and salaries for the teachers are paid for by local agencies or community groups, who in ALOZ parlance are known as "sponsors". The sponsor system was instituted in the early 70's as a result of limited financial resources. It provides approximately two-thirds of the cost of running the program. In 1983 sponsors contributed roughly Z\$430,000 toward literacy programs. Thirty seven percent of the sponsors are churches, 22% commerce and industry, 19% local government, and 25% others (community groups, central government, farms, etc).

Classes are supervised by a team of ALOZ supervisors, nine in the north of the country and two in the south. Sponsors pay the cost of supervisory visits which take place about three times a year. Each supervisor is responsible for a given area. Supervisors give advice and encouragement to teachers and administer a test for promotion of adult learners to the next stage.

At present, ALOZ offers three stages in its literacy program. Stage I runs for an average of 240 hours, lasting ten months, taking three two-hour sessions a week for 40 weeks. At the end of this stage learners should be able to fluently read and comprehend simple passages in their mother tongue, write a short letter using paragraphs, address an envelope, identify the correct time from a clock replica and do addition and subtraction of numbers under 1000. Stage II is a 7-months course meeting three two-hour sessions per week for 28 weeks. Here more complicated reading and comprehension in the vernacular is done and simple English and cursive writing are introduced. More advanced arithmetical operations are also studied. Stage III leads to fluency in reading, comprehension and writing of simple vernacular language and English and an ability to use operations in arithmetic to solve problems involving money, time, fractions and measurement.

Of equal importance to training in ALOZ is the program of materials production. A team of six - two writers and four

experienced trainers - are at present working to revise a primer and a teacher's guide in the two main languages of the country - Shona and Ndebele. These primers are oriented towards the new approach in ALOZ using picture codes and discussion. Other immediate needs include a better text for numeracy teaching and relevant books for industrial and urban community groups. The demand for books far outstrips ALOZ's ability to supply them. The recent acquisition of a modern press will greatly improve the quality and quantity of books. After all new materials have been approved by the Director of ALOZ they must also go to the Ministry of Education for approval. At present ALOZ has 22 books published in Shona and Ndebele and another 22 in English.

Shortly before 1981, ALOZ discovered that class involvement in an economic activity improves the attendance and motivation of the adult learners as well as the retention of literacy skills. Literacy classes have therefore been encouraged to establish some form of income-generating project in order to improve the retention of literacy as well as the standard of living. Poultry farming, market gardening, savings clubs and making items for sale such as school uniforms, roofing sheets and food items are examples of class activities. Reading materials that relate to these activities are published by ALOZ. Project co-ordinators who are full-time staff of ALOZ train literacy teachers in project management.

To support its growing program and staff requirements,* ALOZ raises funds from a variety of donor agencies in Zimbabwe and abroad. Most donors are church related, others are development agencies. The sources of income are not always regular, however, making fund raising, necessarily, a continuous function. The ALOZ budget for Sept. 81-Sept. 1983 is:

Income: \$587,407

Expenditure: \$634,831

Deficit: \$ 47,424

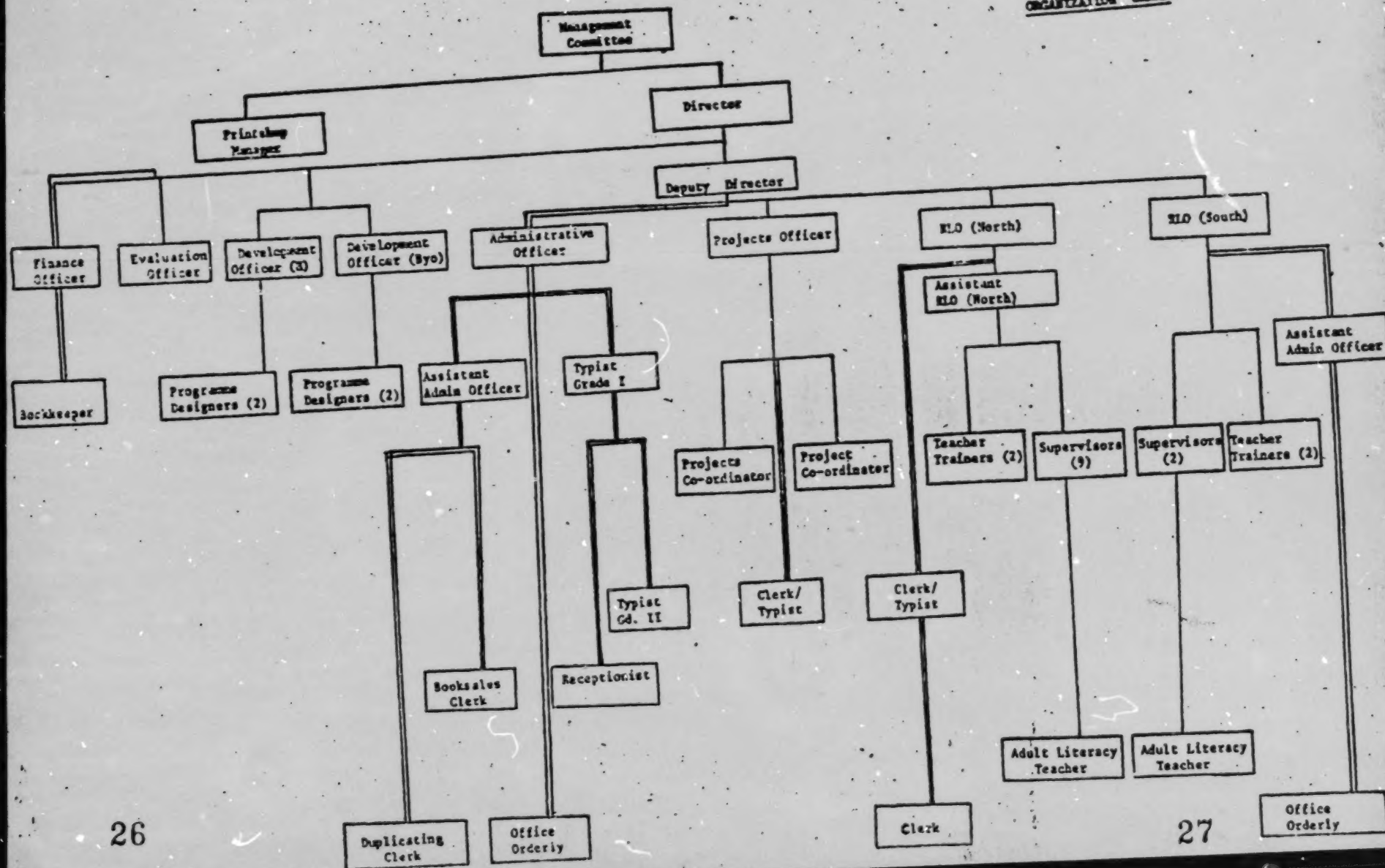
These figures do not include the amounts paid by sponsors mentioned above.

ALOZ works with other organizations doing literacy in Zimbabwe. As one of the oldest institutions working in the field of literacy, ALOZ was invited to serve on the committee which prepared for the National Literacy Campaign. ALOZ is also a member of an informal task force assisting the Ministry of Community Development and Women's Affairs in implementing the Campaign. The Catholic

*Figure One shows the staffing and organizational structure of ALOZ.

BEST COPY AVAILABLE

THE ADULT LITERACY ORGANIZATION OF KENYA ORGANIZATION CHART



Commission for Social Service and Development ran a psycho-social workshop for ALOZ and the Ministry of Community Development and Women's Affairs has made donations to one of ALOZ's literacy class projects.

B. THE NATIONAL LITERACY CAMPAIGN

The larger context for literacy in Zimbabwe is the National Literacy Campaign. Officially launched in July 1983 it hopes to eradicate illiteracy from Zimbabwe within a period of three years by reaching two and a half million people. The problem of illiteracy is further compounded by the fact that many of the ex-combatants from the war of independence have not finished their studies and by a large number of drop-outs from the school system.

Preparatory work for the campaign began in 1981 with the establishment of a non-formal education unit in the Ministry of Education. Major responsibility for the campaign was vested in this unit. The first staff member was sent to Nicaragua to observe the literacy program there. Team visits were also made to Ethiopia, Tanzania, and Swaziland.

After these visits a steering committee was formed to prepare a plan for a literacy/numeracy campaign.

The Catholic Commission for Social Service and Development (CSSD), ALOZ and the Ministry of Local Government and Town Planning were invited to serve with the Ministry of Education on the committee. The objectives of the Campaign as envisaged by the Committee were:

- to promote a socialist and egalitarian society;
- to mobilize and motivate illiterates and semi-illiterates to become literate;
- to make illiterates and semi-illiterates functionally literate in their mother tongue;
- to promote political and economic independence;
- to promote national consciousness and patriotism;
- to develop confidence in manipulating the environment based upon scientific analysis of cause and effect;
- to establish an awareness of the exploitation of women in Zimbabwean society.

Having declared itself a socialist country, literacy is seen by the Government of Zimbabwe as a means of addressing the great disparity in access to education.

In 1982, the Government felt that the Literacy Campaign should be transferred to the Ministry of Community Development and Women's Affairs (MCDWA). It was then agreed between the Ministry of Education and Ministry of Community Development and Women's Affairs that Education and Culture would retain the functions of materials production, training and evaluation while MCDWA would be responsible for mobilization, coordination and supervision of literacy classes. At this time all District Literacy Coordinators (DLC's) who had been trained by the Ministry of Education were transferred to MCDWA.

By the time of the official launching of the Campaign, in July 1983, MCDWA published a slightly revised version of the objectives of the Campaign. These revisions reflected MCDWA's perspective of what they felt could be achieved in the three year period. The objectives as stated before will be reflected in the spirit the campaign and the materials produced. The broad objectives are:

- to carry out a literacy campaign capable of wiping out illiteracy within a short period of time;

- to promote national unity, consciousness and patriotism by a literacy campaign in which people are encouraged to participate fully and effectively at all levels;
- to promote and increase national productivity through enlightened literate workers and peasants;
- to encourage and strengthen the participation of the newly literate people in organisations such as trade unions, co-operatives, women's groups, youth groups and other socially motivated groups in our society.

The specific objectives of the Campaign are, through literacy:

- to impart communication skills on reading, writing and arithmetic;
- to impart skills on political education leading to political awareness and consciousness of the masses;
- to impart skills for contribution to economic production at all levels;
- to provide continuing education to the new literates;

- to eradicate illiteracy among Zimbabwean people.

To date, there are estimated to be over 7,000 literacy classes around the country and at least two DLC's in each of the 55 districts - and in some cases three per district. Six thousand teachers have been trained and 60,000 learners are currently attending classes. The DLC mobilizes the population and calls for volunteer teachers. Mobilization is also done by other government officials who give speeches at public rallies, or hold special meetings for community leaders to explain the importance of literacy.

The teachers are selected by each community that wishes to have a class. The teachers are then given a two-week training course by the DLC. Classes are held at times mutually agreed upon by teacher and learners. It is hoped that after 100 hours, learners will be able to read and write in their mother tongue as well as perform the basic operations of arithmetic using these to calculate sales tax, do budgeting and measurement.

The campaign has been running for only six months, hence no groups have been tested yet. A post literacy stage in Adult Basic Education is currently being planned. New literates will have the option of following the Adult Basic Education course, or continuing their education through the existing evening class program which uses materials from the formal school system.

The literacy approach used by the National Literacy Campaign derived some of its features from the Paulo Freirean school of thought. Generative themes and codes are used to promote the goals of the campaign. Some listening surveys were done, themes thought to be applicable to the whole country were chosen to prepare generative words for the primers. Classes use the codes for reflection and action with the questions previously mentioned, and much emphasis is placed on discussion.

The training of District Literacy Coordinators takes four weeks. DLC's are ex-combatants with approximately four years of secondary education. During the four weeks training, the following topics are covered: orientation the historical background of Zimbabwe, the present structure of government, literacy, understanding and working with the community, how to teach adults and how adults learn, communication skills, planning and organizing learning programs, setting up an office and office procedures, research, evaluation, planning for the future, and realisation of the need to maintain and improve educational standards of previously illiterate innumerate people.

During the course, literacy receives as much time as the other content areas. The DLC's leave their course equipped with a model training course for literacy teachers, a manual, the primers, codes and teachers guides.

In the districts, DLC's run two-week training courses for literacy teachers using more or less the same course content as described above. It is intended that the teachers leave the training course provided with two notebooks - one containing notes taken during the training course, the other to be used for records. They also have the teachers guides, picture codes, and a supply of primers. They are given a class register for keeping attendance as well.

Materials presently available for the Campaign include printers and basic numeracy books in the two main languages of the country-Shona and Ndebele, teachers guides, and picture codes.

Follow-on reading materials are acquired by learners from the Literature Bureau, or on the open market. Eight writers recently trained in Cuba have begun to prepare materials for the literacy and post literacy stages.

The structure of the campaign is still in its formative stage. The MCDWA has proposed a National Literacy Co-ordinating Council with co-ordinating committees through the provincial, district, village and literacy class levels. The committees will oversee the proper implementation of the Campaign.

Funding continues to be a major problem. Even though teachers are volunteers, many of them are unemployed volunteers. UNICEF has assisted with eight Suzuki jeeps and 16 motobikes. Another 39 motorbikes are expected to bring the number to 55 more per district. Funds are still required for classroom materials such as chalk and blackboards, the running of training courses, and for related expenses. USAID has concurred with a request from the Ministry of Finance, Economic Planning and Development to allocate Z\$2.6 million to the Campaign using local currency generated by the 1982 Commodity Import Program.

C. OBJECTIVES OF THE INITIAL AID GRANT TO ALOZ

In September of 1981, ALOZ entered into an agreement with USAID for a sum not to exceed \$450,000 (four hundred and fifty thousand United States dollars) to be used by ALOZ over a two year period to increase its capacity to provide training and supervision of literacy teachers.

The purpose of the grant, as described in the program description, was to expand the absolute and relative numbers of functionally literate Zimbabweans, particularly women. Functional literacy, was not meant to imply merely the acquisition of the skills of reading, writing, and arithmetic, but required that these skills actually help the person acquire critical consciousness and have confidence, human relations skills, techniques and initiative with which to act to improve his or her quality of life.

The specific objective of the Grant was to enable ALOZ to assist approximately 46,000 adults to become functionally literate during the two years of the Project. In addition, social and economic development activities would be undertaken by groups of literacy students. The grant would enable ALOZ to significantly expand its operations, in particular:

- the training of literacy teachers nominated by sponsoring groups which would be expected to pay a portion of training expenses;
- the supervision of ALOZ-trained teachers once they actually begin literacy work in their communities on salary support provided by their sponsors;
- the development and provision of graded reading materials suitable to adult learners; and
- the provision of assistance to literacy teachers and groups engaged in development activities to formulate use of skills and knowledge acquired during the literacy training.

The outputs expected to result from the grant included:

- training 250 new sponsored teachers

- 250 teachers attending refresher courses
- development of five new publications
- printing and distribution of 90,000 booklets for adult learners
- establishment of a system for identifying learning needs and benefits from literacy training.

It was also anticipated that by the end of the grant period, ALOZ would be managed principally by Black Zimbabweans.

The major activities anticipated during the project period were five in number:

1. The Sponsorship Approach: ALOZ would continue its policy of training literacy teachers to be employed by other organizations, rather than employing these teachers itself. It was expected that sponsors for 250 new literacy teachers would be forthcoming during the two years of the project.
2. Training of Literacy Teachers: The standard methods of teaching and techniques of adult literacy would continue to be used by ALOZ in training teachers, with a heavy emphasis on

participatory learning, including role play, discussion, and field practicals. Under the anticipated training program, teacher trainees would be taught the full range of their duties: to recruit, enroll and pre-test students, plan teaching timetables, run a literacy center, keep class registers, obtain and distribute reading materials, use adult literacy teaching methods and aids as well as basic education principles, integrate literacy teaching with students' life skills, and follow-up on past students. The trainees would be evaluated at the end of the course and, if successful, issued with a certificate of competence.

During the first year of the project, ALOZ teacher trainers as well as trained literacy teachers would participate in an evaluation of the training program with the aim of identifying areas for improvement and modification. Special attention would be given to project identification and assessment.

3. Supervision of Literacy Teachers: At the time of the grant the ratio of supervisors to literacy teachers was 1:42. During the first year of the project, five new supervisors were to be hired and another five hired the second year. Thus the ratio would be about 1:26 for the first year and 1:25 for the second year. This expansion in permanent staff would be required as ALOZ increased its output of trained literacy

teachers. Under the project ALOZ would maintain flexibility in regard to cost of supervision, and when necessary the organization would cover costs ordinarily borne by sponsors (e.g. transport, meals, and lodging of the supervisors plus a daily rate).

4. Publications: During the lifetime of the project, ALOZ was to conduct an assessment to identify students' learning needs and, based upon the findings, new reading materials (at least five publications) would be developed. ALOZ would establish a new post - Evaluation/Publications Officer - to cover these responsibilities. The Officer would also be responsible for establishing and maintaining linkages with other organizations - including Development Agencies, and Government Ministries, and to provide guidance on technical information related to the subject matter of the publications developed.

5. Projects: Based upon ALOZ's previous experience and ongoing work, it was anticipated that development activities under the project would include, for example, the construction of village sanitation facilities, schools, community meeting halls, and bridges and projects such as small livestock production, market-gardening, especially

fruit crops, introduction of new farming methods and savings clubs establishment of input and marketing committees, and production of roofing and other commodities for rural use.

It was anticipated that approximately one-third of the teachers would have students who were involved in group development activities and that an estimated 150 development activities would be implemented during the Project.

AL0Z would create a Project Team, financed by a donor other than AID, that would be responsible for providing technical guidance, establishing linkages with relevant agencies, and assisting in procurement of materials. AL0Z would operate a project activity fund, financed from sources other than AID, to assist groups to undertake development activities.

A formative evaluation was scheduled for 1982 to be followed by a summative evaluation in 1983.

During the formative evaluation of the project it became clear that AL0Z's printing capacity would be unable to meet the demand for books. Moreover, it would be totally inadequate to cope with any further expansion of literacy work by AL0Z or the Government of

Zimbabwe. Hence another agreement was signed between USAID and ALOZ for US\$300,000 to improve ALOZ's printing capacity thereby helping ALOZ to meet effectively the demand for simplified and relevant printed materials for new literates.

The specific objectives of this second grant were to enable ALOZ to provide simplified, relevant and affordable reading materials to the growing number of new literates. The number of new literates was expected to increase from 236,000 in 1983 to 952,000 by 1985. This increase would be the result of efforts by organizations such as ALOZ and the National Literacy Campaign, which was about to be launched by the Ministry of Education and Culture and the Ministry of Community Development and Women's Affairs.

The specific outputs expected to result from the second USAID Grant included:

- efficient production of books and other reading materials for new literates capable of meeting the estimated demand for such materials.
- elimination of the 50 percent subsidy on printed materials sold by ALOZ; and

- establishment of a fully equipped and operational non-profit print shop which would be capable of financing its operation through income earned from sale of its services and output.

III. THE EVALUATION DESIGN

A. Aims

The need to measure and evaluate project accomplishments has been a continuing theme since the ALOZ program grant began in 1981. The original project document in this regard, presents a Logical Framework Matrix where the broad project goal and purpose, along with five specific outputs are described along with appropriate "objectively verifiable indicators", and means of verification. (See Figure Two following).

This figure is presented in its entirety because it illuminates original assumptions concerning the type and scope of evaluation activities thought necessary to properly assess project goals. As we shall soon see, the summative evaluation design is considerably expanded and elaborated, especially in the second phase, over and beyond this original matrix.

LOGICAL FRAMEWORK MATRIX

Narrative Summary

Objectively Verifiable Indicators

Means of Verification

Assumptions

Goal

Improve the economic and social well-being of the poor in Zimbabwe

Improvement in the standard of living among communities who benefit from the work of trained literacy teachers

Baseline Study
Literacy teacher reports
Project evaluation

Purpose

Expand the absolute and relative numbers of functionally literate adults, particularly women

1. a. Number of functionally literate adults increased by 46,000.
b. At least 70 percent of the above are women
2. 150 development activities initiated groups

Supervisors' reports
Project evaluations

- . Continued desire of adults for functional literacy
- . Continued sponsorship of literacy teachers
- . Funds available to undertake development activities

OUTPUTS

1. Training of new literacy teachers
2. Refresher courses for literacy teachers
3. Increase in Publication of literacy materials
4. Promotion of black Zimbabwean leadership
5. Improved information system

1. 250 new sponsored teachers trained
2. 250 teachers attend refresher courses
3. a. development of 5 new publications
b. printing of 90,000 booklets
4. a. Black Zimbabwean appointed as Director
b. Management training for black Zimbabwean staff
5. a. Current reporting system revised

enrolment registers

Publication department

Project evaluations

- . Sponsors will be forthcoming
- . Evaluation/Publications Officer hired

LOGICAL FRAMEWORK MATRIX (Cont'd)

<u>Narrative Summary</u>	<u>Objectively Verifiable Indicators</u>	<u>Means of Verification</u>	<u>Assumptions</u>
<u>OUTPUTS</u>			
	5. b. System established for identifying learning needs and benefits from literacy training		
	c. periodic evaluations		
<u>INPUTS</u>			
1. Personnel Costs: Local Personnel	1. \$527,347 for salaries cover 89 person-months	* ALOZ Project Quarterly Financial Statements	Timely receipt of funds from donors and sponsors
2. Training Costs. Local Personnel	2. a. \$109,004 for training 250 new literacy teachers	* ALOZ Annual Balance Sheet Accounts	
3. Commodity Costs. Locally Procured	b. \$14,000 for refresher course for 250 literacy teachers	* Audit	
4. Other Costs:	3. a. 2 vehicles \$19,600		
a. Book Production	b. office equipment and furniture \$8,358		
b. Transport and Subsistence	c. development activities' materials \$14,000		
c. Support Services	4. a. Book Production \$22,022		
d. Incidental Expenses	b. Transport and Subsistence for staff \$83,622		
	c. Support Services \$49,191		
	d. Incidental Expenses \$2,233		

The evaluation timetable layed down in the 1981 agreement called for a formative evaluation at the end of the project's first year. This would be carried out by "AL0Z together with an AID participant and a member of the GOZ or University of Zimbabwe". This initial assessment took place in September 1982. (See "Mid-term Formative Evaluation: Adult Literacy Teacher Training and Text Production OPG 613-0220", by two AID/Washington experts). This evaluation concluded that "AL0Z is successfully carrying out the activities described in the grant document". It also recommended an expansion of printing capacity so output could keep up with the rapidly growing demand for printed materials. Why a GOZ or local university representative was not included in the evaluation team is not explained. This unfortunate omission limited the formative evaluation's scope insofar as it failed to take into account the larger socio-political context. A year later, in creating an evaluation team for the summative evaluation, the Ministry of Education and Culture, the Ministry of Community Development and Women's Affairs, a University member as well as other Zimbabwean professionals and academics played a central role in the evaluation design and in its implementation. This in turn has led to a broadening of evaluation aims and has necessitated a more complex, rigorous and time-consuming methodology. Where our original evaluation aims sought to measure project output goals, the revised evaluation objective has been primarily concerned with assessing the work of AL0Z in the larger national context of

literacy and national development. Accordingly, the summative evaluation has two basic aims. The first is to provide a discrepancy evaluation contrasting project attainments and project goals. This will be the heart of the present Phase I report. Phase II will report on an impact evaluation that examines in greater depth ALOZ's contribution vis-a-vis current national literacy goals and programs.

While the discrepancy and impact evaluation models used in Phases I and II share a number of assumptions and data collection techniques, they are different in scope and methodology. It may therefore be helpful to briefly address these differences.

B. Methodology

The discrepancy evaluation design elaborated by the original three member World Education team during their first week in Harare, proposed a variety of outcome verification measures. These included structured and unstructured interviews, document analysis, direct observation of literacy classes, assessment of ALOZ printed materials, and cost-effective analysis, among others.

With the addition of two Ministry of Education experts in the second week, the team, along with the USAID HRD officer, agreed to accept the more ambitious and global impact evaluation plan put forth by the Ministry of Education members. This decision

superceded the earlier discrepancy design and necessitated the development of a dozen structured questionnaire instruments. This activity along with the pilot testing of the questionnaires and schedules in greater Harare, and in six of the country's eight provinces occupied most of the team's time during the second and third weeks of the evaluation. Each instrument went through a number of drafts as the team worked intensively on problems of coverage, objectivity, reliability, relevance, and the like. The results of this work are included in Appendix C: Instruments Developed in Phase I.

By the fourth and final week the team had acquired an adequate data base to prepare a preliminary report on Phase I focusing on specific project goal attainments along with some preliminary suggestions for ALOZ, USAID, and the Ministry of Education. As the greatest part of the World Education team's time in Zimbabwe had been spent in the preparation and pilot testing of survey research instruments, a demanding task not specified in the original scope of work, the discrepancy evaluation is less detailed and rigorous than originally planned. While the methodology for this first stage of the summative evaluation has by necessity received less attention than we would have hoped, the team has made a very substantial contribution to the Phase II stage where the instruments will be applied nationally using a stratified random sampling approach. As previously noted, data will be coded and punched for computer analysis.

The formative evaluation of the ALOE Press presented in Section VI was carried out by two AID experts with a section on costing and pricing contributed by a World Education team member. This work seeks to identify problems, and to propose solutions that can be carried out during the grant's second year. It is, accordingly, more problem oriented and by necessity gathers in-depth information from structured and open-ended interviews, direct observation, and a very close reading of project records and financial accounts. The earlier ALOZ grant, in contrast, has now run its course and our recommendations address the need for a successful conclusions to Phase II.

C. Conclusions and Recommendations on Methodology for Phase II

The World Education team does share a degree of concern that in Phase II the data be collected and analyzed in an objective manner. As the Government of Zimbabwe has moved ahead with the National Literacy Campaign during the past several years, relations between those responsible for literacy efforts in the Ministry of Education and in ALOZ have been few and when present strained. While communication has increased a great deal recently, particularly with the summative evaluation, the working sessions, and the field testing, ALOZ and the Ministry team members quite clearly represent two different world views about rationales and strategies for literacy in development efforts.

Accordingly, the team recommends that the Steering Committee closely monitor Phase II. The Committee should examine the timetable, plan of work, and precautions built into the design to control for bias and to enhance objectivity. Near the end of Phase II, the Committee should review major findings and the degree to which controls for objectivity have been present and effectively used. As specified in the original grant agreement, an ALOZ representative should be included in the evaluation process and should attend Steering Committee meetings.

IV. COLLECTION OF DATA IN SELECTED AREAS

A. Pilot and Testing of Instruments in the Harare Area

During Phase I, the team visited ALOZ classes in six of the eight provinces of the country. Field work began in earnest during the third week with pilot-testing of the instruments for Phase II in the Harare areas. These trips, and follow-up instrument revision sessions at the Ministry of Education, enabled the team to refine the instruments eliminate problems, and check on adequacy of data vis-a-vis evaluation goals.

This section will very briefly comment on the regional field trips made during the Nov. 13-15 period. The team decided to split into groups of two, including one Shona speaking member and one World Education team member, in order to visit those regions offering the most programs meeting the following criteria: (1) Stage I classes; (2) teachers prepared in psycho-social method (PSM); (3) PSM materials in use; (4) a variety of sponsor types; and (5) accessibility. ALOZ personnel helped to contact local staff and prepare the way for our visits. Two of the teams were accompanied by ALOZ supervisors from Harare responsible for the programs to be visited. The third team picked up ALOZ support in the area.

ALOZ Program Activities:

Midlands:

The Midlands team spent one day in Kwekwe at a community center, and a youth hall. The second day saw visits to the Zisco Iron and Steel works at Redcliff, and to a large agricultural estate near Kadoma.

A number of problems were observed and bear some comment. One concerns teachers trained in psycho-social methods during the past year who are unable to secure the teaching materials to support this method as the materials are still under revision.

A second problem was noted at the steel mill where male classes would like materials with at least some reference to sports, or other masculine interests. Present materials are largely aimed at women and perhaps the current orientation is, in fact correct, given the fact that women make up 78% of all ALOZ adult students. Some changes in this direction, i.e. addition of male-oriented content, however, should be made in future editions.

A third problem arose when literacy tests in Shona were administered on the agricultural estate. The majority of Stage I students tested were not native speakers of Shona and did very poorly. This situation may be rather prevalent in large scale agricultural, or industrial institutions or in border areas adjacent to Malawi and Mocambique. A question on native language in the student questionnaire would help to control for this important variable.

Matabeleland

During class visits in the Bulawayo area three problems stood out: the shortage of staff, the presence of large numbers of school-age children in literacy classes, and a shortage of instructional materials.

There are presently 81 teachers operating 226 adult literacy classes in 79 centers in the south, but with only two supervisors. This situation is further exacerbated by the total lack of transport at the regional office. The political unrest in the south only makes this difficult situation worse.

Literacy teachers explained the large number of school-aged children in what are intended to be adult classes as the consequence of factors such as lack of a birth certificate, or having just moved in from a disturbed area, which means they find it difficult to enter the public school system. While these children appeared to be making good progress in the literacy classes, their presence means more work for tutors and supervisors.

Teachers constantly mentioned the shortage of ALOZ books and materials. This was the problem they seemed to feel most acutely, and it is widespread throughout the southern region.

Manicaland

The Manicaland team spent one day visiting classes in the rural areas of Chipinge district. Unlike classes visited previously, all of these groups met out-of-door under trees. All had hopes of moving to enclosed shelter in the future. Community halls at present are only half built.

Chipinge was chosen because this was an area where the new Shona primers using large picture codes and the psycho-social teaching methods are being tested. Unfortunately, the picture codes were not available at the classes visited, and as the primer itself has no pictures, the teachers faced serious problems in using the method. One solution would be to print the codes in the primers in a manner similar to the National Literacy Campaign primers. ALOZ feels that each learner having his own copy of this code would detract from the discussion in class as it would reduce group interaction. This problem would be avoided if the students were broken into small groups to discuss the code and then each group, using the large code would report its findings to the class. In this manner group interaction would remain high, discussion could be carried out even if the posters were not available, people with poor eyesight could see this code letter, and the primers would be made more attractive and interesting through the addition of illustrations.

On the second day of the regional visit, the Manicaland team visited the Karina Textile company in Mutare and a church-sponsored class in a nearby Township. The teacher at the church was distressed because her entire Stage III class had been arrested in a recent round-up of alleged prostitutes. All concerned hoped the situation would soon return to normal.

On the same day the team visited two classes in the Honde Valley region. In one case the sponsor provided only a classroom and training assistance for the teacher and no salary. She was supposed to collect \$2 a month from her students. This remuneration scheme however, was not working as the students were unable to pay. The teacher, though highly praised by the sponsor, was seriously thinking of quitting. This problem seemed to point to a need for ALOZ to give more attention to the proper orientation of sponsors. In the past ALOZ has given workshops for sponsors. Perhaps this practice should be reinstituted. Also a more uniform wage policy should be urged upon sponsoring bodies and guideline materials produced.

Everywhere the team visited there were concerns voiced that not enough men were taking advantage of the classes. Various reasons were given for this. One reason was that men more often were working and were not free to participate. Another reason was cultural: men would not be comfortable sitting in a class with women or being taught by a woman. If more men are to be attracted to the programs attention must be given to recruiting more male teachers and making at least some instructional materials more male-oriented.

By the end of the field phase of the evaluation, team members had visited 28 project locations, interviewed 57 students, 35 teachers, 19 sponsors, 12 community workers, almost all ALOZ staff members, and observed 15 classes.

V. PRELIMINARY FUNDINGS AND COMMENTS

Part 1: Fulfillment Of The Grant Objectives

A. Improving Economic and Social Well-being Of the Poor in Zimbabwe

The project document defines this overall goal as improving the standard of living among communities who benefit from the work of trained literacy teachers. At the time of the mid-term formative evaluation, ALOZ had not been able to make much progress in gathering data to assess the effectiveness of its programs. The Evaluation/Publications Officer hired for this purpose resigned and work had to begin again virtually from scratch.

A new Evaluation Officer was hired in July 1983 and since the time of the mid-term formative evaluation, ALOZ has been able to undertake a major six month study to establish the benefits of literacy training among six literacy classes.

One hundred and two literacy students from a sample of 6 literacy programs took part in the study. Environmental factors affecting each of the classes, along with significant events occurring within each class were described and this information was used to supplement an impact study which investigated the extent to which adult learners participated in income-generating projects,

savings clubs or other community activities. It also investigated how learners applied their literacy and numeracy skills and other effects of the program as identified by student, spouses and other knowledgeable sources.

Briefly, the findings of the study may be outlined as follows:

It was found that students definitely increased their involvement in income-generating activities during the first six months of the literacy program. The study cautions, however, that other factors in addition to the literacy classes, such as the involvement of development workers, undoubtedly contributed to the increased involvement.

Although ALOZ teachers are trained and encouraged to start savings clubs whenever possible, the evaluation found that the number of students joining savings clubs during the first six months of the literacy program was disappointingly small.

The study found that there was a significant increase in the number of students involved in community organizations such as cultural and recreational groups or clubs. The study suggests that as students gain self-confidence and meet more people through involvement in the literacy classes, their social roles may change.

With regard to the use of literacy and numeracy skills, the study found that a significant number of learners involved in income-generating activities were using these skills. Students reported being able to count their change when shopping and read simply written materials in Shona. Some could also calculate the cost of purchases and write letters. Their newly acquired literacy and numeracy skills appeared to have found relevant application in their every day lives.

The study also reported a number of other outcomes of the literacy classes. These included positive changes in family relationships, care of the home and family, work competence, and participation in community life.

The six month study done by ALOZ indicates that the standard of living among the adult learners who participated in the program improved in a number of measurable ways. It will be seen in the detailed analysis of project objectives that many of the findings in the ALOZ study were confirmed in a preliminary way by the team conducting the Phase I evaluation. The extent to which this general goal has been met, however, must be judged in terms of the extent to which specific project outputs have been achieved. Phase I of this evaluation will give no more than tentative indications. Final conclusions will have to await the impact study which will be reported in Phase II.

B. Expanding the Absolute and Relative Numbers of Functionally Literate Adults, Particular Women

ALoz set itself the ambitious goal of increasing the number of functionally literate adults by 46,000 during the two year project period. Of these, at least 70% were to be women.

It is not possible to obtain precise data on the number of students who have become literate through ALOZ-trained teachers during the grant period. Teachers are urged to submit enrollment reports and as they are not employees of ALOZ, there is no way to force them to comply. ALOZ has estimated the number of students enrolled in the following manner:

In 1981/82 there were 259 teachers operating. Eighty six new teachers were trained, of which approximately 50 began teaching. This would make a total of 309 teachers in operation for the grant's first year.

In 1982/83, allowing for a dropout rate of approximately 25% of the total number of teachers operating or trained the previous year (345), the number of active teachers would again be estimated at 259. Another 86 were trained of which approximately 50 began actually teaching, bringing the estimated number of teachers in operation to 309 for the second year of the grant.

In 1983, 92 teachers, or about 30%, submitted enrollment figures. These indicated an average enrollment of 52 students per teacher, including all classes at all stages. Extrapolating this information based on the number of teachers estimated to be operating, ALOZ concluded the following:

1981/82 309 teachers with an average of 52 students = 16,068

1982/83 309 teachers with an average of 52 students = 16,068

Total student enrollment = 32,236

This figure falls short of the original goal of increasing the number of functionally literate adults by 46,000, and even these figures must be taken with some caution. A number of assumptions were made in reaching at these figures that are not wholly justified. One is that the 70% of the teachers who failed to submit reports are teaching on as large a scale as the 30% who did. Since those who reported selected themselves, there is a more than equal chance that the teachers who failed to reply are having less success with their classes. Another problematical point in the calculations is that a certain portion of the students are counted in the estimates twice. Those who were in Stage I in 1981/82 would be the same students as those reported in Stage 2 in 1982/83. This may not have produced a serious discrepancy, however, since ALOZ estimates that 78% of its students dropout after Stage I. A final caution should be mentioned

with regard to the number of teachers estimated to have been in operation. At the time of the Phase I evaluation the supervisors had records of only 240 active teachers, considerably short of the 309 used to project the student enrollments.

In a situation such as this, where ALOZ has, little control over its sources of data, accurate information will be virtually impossible to obtain. It would perhaps be more instructive to turn to the causes for the shortfall in student enrollment.

The primary cause is that the number of teachers in operation during the two-year grant period was far short of what ALOZ had anticipated. If each teacher has an average of 52 students, in order to meet the targets of the proposal, more than 440 teachers would have had to be functioning both years. The proposal did, in fact, project that by March of 1983, 443 teachers would be in operation. This target, however, proved to be unrealistic.

In the first place, the number of teachers trained was considerably less than the 250 predicted for the two-year grant period. ALOZ reported that 189 teachers had either completed training or were in training by the time of the evaluation.

Secondly, the dropout rate among trained teachers was considerably higher than anticipated. Of the 172 teachers who had completed training 59, or 34%, were not working at the time of the evaluation.

One of the assumptions in the Logical Framework Matrix for accomplishment of the goal of enrolling 46,000 adults is that sponsors would continue to support literacy teachers. As it turned out, sponsors were less willing than anticipated to invest in literacy programs. The grant document was signed at a time of great optimism in the country. The war of independence had recently been brought to a successful conclusion and everyone seemed to have been in a mood to rebuild the country and to move forward. ALOZ has suggested the following reasons that might have influenced the readiness of sponsors to initiate programs during the 1981 to 1983 period:

- the increasing cost of living and the financial recession;
- two consecutive years of drought which put literacy at a lower priority relative to more important survival needs;
- the inauguration of the National Literacy Campaign which uses volunteer teachers. This may have caused some sponsors to reconsider spending scarce funds for teacher training and salaries.

In the sample of 19 sponsors interviewed by the evaluation team, the problem that was most often cited with regard to sponsoring the literacy classes was financial constraints. A sizeable number of sponsors have had to suspend classes because they could no longer afford to pay teaching salaries.

With regard to the numerical target of training 250 new sponsored teachers, it can be said that ALOZ was 75% successful. Added to this however, was the higher than expected attrition rates among trained teachers. For these reasons the enrollment of learners was something less than 70% of the original target. The shortfall was partly due to what in retrospect appears to be overly optimistic projections, but also partly due to unforeseen financial constraints among sponsors that were beyond ALOZ's control.

As for the goal of enlisting at least 70% women in the classes a 1982 study by ALOZ showed that 78% of the students were women. In the small sample of 57 students interviewed by the evaluation team 46, or 81%, were women. It can be fairly stated that this objective was fully realized.

In addition to the objectively verifiable indicators described above, the evaluation team tried to assess some of the qualitative indicators suggested in the grant document. Functional literacy according to the document , "does not imply merely the acquisition of the skills of reading, writing and arithmetic but requires that these skills actually help the person become critically conscious of constraints and have confidence, human relations skills techniques and initiative with which to act to improve his/her quality of life".

In interviews with 57 adult learners (almost all of them in Stage 1) 35 teachers (all teaching Stage 1 classes), and 19 sponsors, the team tried to discover how the learners were using their literacy and numeracy skills and what other benefits they might be deriving from the program. Any conclusions from such a small sample must necessarily be tentative, but trends can be suggested. For the purpose of analysis, the responses to the open-ended questions have been divided into attitudinal changes and behavioral changes. The behavioral changes have been broken down into communication skills, family life skills, and functional skills.

Among the attitudinal changes cited by sponsors, changes in enthusiasm or motivation were mentioned most frequently, followed by changes in confidence or self-reliance. Sponsors also reported involvement in clubs and community life. The actual number of responses will not be significant until the data is collected from a much larger sample and analysed in Phase II. Only the range of responses can be indicated here.

Like sponsors almost a third of the teachers also cited growth of confidence or self-reliance as an outcome of participation in the program. Attitudinal changes were rarely mentioned, however, by the students themselves. This might indicate a lack of conscious awareness on their part of the importance of attitudinal changes.

With regard to communication skills, sponsors most often cited ways in which learners were using their ability to read and write. Most frequently mentioned was the ability to read various kinds of instructions such as safety posters in industrial setting, notices, manuals, fertilizer bags, or recipes. The ability to read and write letters was also mentioned. But a number of the sponsors also mentioned that learners could now express themselves better, either in their native tongue, or in English. Applications of reading and writing were also frequently mentioned by the teachers.

Almost all of the students, when asked how the classes had benefited them, mentioned aspects of reading and writing. In many cases, learners mentioned that they could now travel in urban areas without getting lost. They could read street names, bus directions, house numbers, and so forth. Others mentioned that they could now read recipes, notices, their husbands' mail and similar things.

With regard to family life skills sponsors most frequently mentioned that learners could now budget, plan their shopping and save money. Other changes reported by sponsors were an improved standard of living at home, better relationships between learners and their spouses, and cleanliness. Teachers most frequently mentioned better care of children, followed by cleanliness, and improved relationship with spouses.

Most often mentioned in this category by the participants was the ability to calculate prices and count change. Saving money and budgeting were also mentioned, as were knowledge of such things as sewing, child care, homekeeping and nutrition.

Among the functional benefits of the program a majority of the sponsors interviewed mentioned things that they felt would be useful on the job or for earning more money. In several cases these skills were associated with projects and included such abilities as counting, measuring, following instructions, and communicating. Many of the sponsors also reported that students had advanced to the next literacy stage or enrolled in other training programs. They gave this as evidence that the learners were motivated to upgrade their skills.

Although these findings are preliminary and the numbers are small, they tend to corroborate the conclusions cited earlier in the six-month impact study conducted by ALOZ. Increased confidence or self-reliance was often cited as a project outcome and the variety of ways in which literacy skills are being used shows that at least in some cases they are being applied to the solution of everyday problems. The mention of family life skills such as improved relationships with spouses, better homemaking and childcare practices show that many aspects of functional literacy are being addressed. More detailed information on this subject will be available when data are collected and analysed during Phase II.

C. Project Activities

ALoz set itself the goal of creating 150 development activities initiated by learning groups over the grant period. It is quite possible that ALOZ has met this goal, but firm evidence on the number, types and impact of projects created will not become available until the projects section of Phase II is completed early next year. ALOZ does not at present have a complete and up-to-date inventory of project activities and despite some preliminary inquiry on project outcomes ALOZ has not yet asked the truly basic question concerning their development activities, i.e. "under what conditions are projects more or less successful in achieving their various objectives?"

Regretably, the team had neither the time, resources, nor mandate to address this question. The team did visit 28 ALOZ sites during Phase I and found flourishing project activities at most of them. While the greatest part of this activity is at a very basic level, we found, it to be enthusiastically supported by the newly literate and to be important in community and family life. We shall accordingly briefly examine types of projects found, factors supporting and opposing development projects, and give our recommendations to ALOZ for future project planning and support.

Types of "projects" - in reality these are better described as "clubs" or voluntary group activities which include gardening, sewing and knitting, baking, poultry-raising, sports, crafts, brickmaking, pottery, and others. Where projects are well developed and products are produced for sale, members sometimes form a savings club and income is put away - most often for a Christmas party or some other special occasion to be shared by the literacy class.

We found projects to be very popular with the adult learners and closely related to their concerns and aspirations for a better life. They have by-and-large little to do with the literacy training. Rather, they offer valuable opportunities to form new social networks, new horizontal mutual support networks to practice and to develop new social skills, and to improve family well-being.

A number of factors contribute to the most active, and productive projects. Perhaps the most important is when the project can help the adult learner, most often a married woman, better meet basic needs for clothing, food, shelter, and recreation. It must be kept in mind that these students are for the greatest part desperately poor. As illiterates they suffered social marginality with little hope of self improvement or betterment of their socio-economic status. With improving literacy skills and the promise of greater self realization, individual students can use clubs to meet some of their new expectations for a better life.

Making class uniforms and knitting baby clothes, and taking home baked goods for the family are important manifestations of better family life, moreso, perhaps, than savings accounts. Perhaps ALOZ might ask club members directly what values they see in project involvement.

The second most important factor supporting projects is help from community and religious organizations operating in situ and in concert with the ALOZ classes. This overlap is important in that it frequently helps to supply additional trainer leadership, equipment, such as ovens or sewing machines not available from ALOZ, and a link-up with related project/club activities, often at a more advanced level and in a wider community context.

Factors inhibiting project/club activity can also be identified from site visits. ALOZ classes without projects for example, are found most often in large-scale agriculture, in mining, and in the textile and steel industries. Agriculture, classes operate in isolated settings where students must frequently interrupt their studies to pick crops at sometimes considerable distances. Here, basic needs may be pressing, but related support systems are lacking. In the classes sponsored in mining and textile companies, the students are largely adult men who seek literacy primarily for improved job mobility, and much less to help improve social and domestic functioning, as in the case with women.

It might also be noted that the nation-wide drought currently in its third year, has ended a number of highly popular and successful gardening projects. Local authorities have prohibited use of water by gardening clubs. The evaluation team feels that ALOZ should continue its emphasis on development projects and concentrate on those activities that the adult learners themselves view as most rewarding and essential. We also recommend that ALOZ attempt to collaborate when possible with local government authorities and other welfare agencies operating in proximity and with similar, or at least compatible, development objectives.

D. Training Literacy Teachers

The grant document specifies that during the two-year project period 250 new sponsored teachers will be trained and 250 teachers will attend refresher courses. Part B of this section discussed the reasons why only 189 teachers had completed training or were in training by the end of the grant period. Similarly, only 176 teachers attended refresher courses during the same period. Refresher courses, lasting one week each, introduced teachers to the new psycho-social methods that ALOZ was in the process of developing. It became apparent, however, that development of the new primers would be considerably delayed, and 20 refresher courses were temporarily suspended.

As was mentioned in part B, the qualitative outcomes of literacy were defined according to the project proposal as "not merely the acquisition of the skills of reading, writing and arithmetic but that these skills should actually help the person be critically conscious of constraints and have confidence, human relations skills, techniques and initiatives with which to act to improve his or her quality of life". The evaluation team tried to find out what changes were made in the training program of ALOZ in order to achieve this objective.

A significant input in the training program of ALOZ is its new underlying philosophy for literacy. The new Animators Guide clearly states the following principles:

1. the experience of the learner is important to the learning process;
2. literacy should aim at making learners aware of their rights and obligations;
3. literacy should give power to those who are poor and oppressed; and
4. literacy should help learners to understand, control and change the world they live in for their own benefit.

These principles are shared by literacy programs which use derivatives of the Freireian methodology to create critical consciousness as a necessary part of a literacy program. The objective of these programs is that literates should read the world, not just words. The psycho-social method which follows the Freirean steps is popular with these groups. For ALOZ this implies a radical re-orientation from a highly instructional program with strong emphasis on literacy techniques to a conscientization program that continues to place a strong emphasis on literacy. Members of ALOZ staff travelled to Kenya to observe and exchange ideas with a conscientizing program there.

Workshops in the psycho-social methods were organized for ALOZ staff. Staff also attended another workshop on group discussion and group dynamics facilitated by someone brought from United States specifically for this purpose.

The course content for training literacy teachers was expanded to include: handling of trust and acceptance, soliciting participants' expectations, explaining the purpose and objectives of the course and the reason why literacy is important also covered were communication skills (listening, member behavior, leadership skills); the principles of the psycho-social method, and how to use codes (six steps of discussion, critical consciousness, the role of the animator, and the qualities of a good code).

ALOZ supervisors and trainers were given an extensive questionnaire soliciting their views on the psycho-social method, its value to literacy teaching, and problems experienced in introducing the method to literacy teachers. The questionnaire also tried to find out if the trainers and supervisors themselves have changed their teaching methods. Careful analysis of this data will be made in Phase II of the summative evaluation.

Based on preliminary observations in the field, discussions with staff and a perusal of ALOZ documents, additional questions come to mind for deeper study in Phase II. For instance, an inherent danger in using the psycho-social approach is the tendency to use it as a technique instead of an underlying approach to education. Phase II might want to observe to what extent the training course is an experience of the psycho-social method, or is the psycho-social method learned as a technique? How are codes used and for what purpose? Does training help literacy teachers learn how to move through discussion to action? The Animator's Guide is weak in this last respect. The present one is being revised. Will the revisions promote creativity amongst the teachers?

In addition to changing the underlying philosophy, introducing the psycho-social method and expanding the course content, ALOZ also stepped up its project activity. ALOZ values projects because they help learners to retain their literacy skills and also contribute to

quality of their lives. Literacy teachers going to work with community groups are given 4 weeks of training on income-generating projects. However as practitioners of the psycho-social method, should the goal be action or are projects enough? Action taken by literacy groups to fight oppression and injustice may or may not take the form of a project.

Materials are an important part of ALOZ training programs. The Animators Guide and new primers were developed during the grant period. To what extent are the materials based on the real/experiences of the learners both in the training of literacy teachers and in literacy teaching itself? Do materials stimulate communication (exchange of ideas both oral and written), and inspire creativity and active learning? Do learners ever produce some of the materials themselves? Do the ALOZ materials give all the answers or do they encourage learners to search for answers? Do literacy teachers contribute to the ALOZ teachers' journal? These are some of the questions that should be considered as ALOZ staff continue to develop their new methodology.

In several discussions with ALOZ staff and in preliminary observations of the content and design of ALOZ's training program, a certain hesitation about fully using the psycho-social method is sensed. Phase II should take a more careful look at this perceived hesitancy. Is it real? About which aspects of the psycho-social method is there hesitancy - principles, techniques, consequences, or

implications? These questions are important because most adult illiterates are poor and belong to the oppressed groups in society. ALOZ's program is 73% women, a special case in Africa. The National Literacy Campaign has singled out the case of women as deserving special attention. What are the real causes of poverty and oppression? What forms do poverty and oppression take amongst women? To what extent do women themselves contribute to these causes? What other groups and circumstances in society contribute to perpetuating the poverty and oppression of women? What can women do about it? Does the ALOZ literacy program help the women learners, teachers and staff who form the majority in the entire organization of ALOZ to become critically conscious of their position as women in Zimbabwean society and to take action to change that? Is the ALOZ literacy program prepared to address these issues?

The end of this evaluation might be a good time for ALOZ to consider whether it would like to go forward with becoming a conscientizing program with strong emphasis on literacy. If not, what are the possible alternatives for putting its literacy expertise to use?

E. Supervision of Literacy Teachers

The grant document specifies that the ratio of supervisors to teachers would improve from 1:42 to 1:26 during the first year and 1:25 during the second year of the project. Five new supervisors

would also be hired. It stated, furthermore, that ALOZ would remain flexible with regard to the cost of supervision, and when necessary, would cover costs ordinarily borne by sponsors.

Five new supervisors were hired and the supervisor teacher ratio for the Northern ALOZ Region as of November, 1983, was 1:18 while in the Southern ALOZ Region it was 1:40.

The low supervision to teacher ratio in the Northern Region may be due to the large drop-out of teachers. Many of the centers closed due to lack of sponsors. The high supervisor to teacher ratio in the Southern Region is partly due to the fact that the five new supervisors were assigned to the Northern Region, and no new supervisors have been hired for the South. This is due to the security situation in Matabeleland which at present does not permit supervisors to travel freely about the countryside.

P. Increasing Publication of Literacy Materials

During the project period five new publications were to be developed under the grant and 90,000 booklets were to be published.

Six new publications were, in fact, developed during the grant period although not all of them could be printed. The major materials development effort of this two-year period was the writing of two new primers with picture codes and a guidebook to go with

each one. The Ndebele language primer is called Asibambaneni and has 32 picture codes. The Shona language primer is entitled Mazano Marairanwa and has 26 picture codes. The Shona primer and codes have been published in experimental form and used on a limited testing basis. Both primers and guidebooks are currently being revised.

Two other books were also developed and published during the period. The first one, Umbai Hupenyu Hwemhuri Yenyu is a Stage I reader dealing with topics of preventive health, nutrition and hygiene. The other book, For Your Safety, was developed for workers in industry who are studying English in Stage 3.

In addition to these six new publications a number of other books were revised and even re-written in order to reflect developments since independence. It is now the policy of the Ministry of Education and Culture that all books used in adult education programs must be reviewed and approved by them. In addition to some of the books mentioned above, 10 Shona books and 13 Ndebele books revised during the grant period are now at the Ministry of Education and Culture awaiting approval. Although not all of the books developed made during the grant are yet in print, it may be said that ALOZ has very nearly completed this goal.

The objective of printing and distributing 90,000 books for new literate was more than fulfilled. During the project period 123,931

books were printed and 115,495 were distributed. In spite of this, the supply of books was not able to keep up with the demand. One problem was that the Gestener offset litho press donated to ALOZ by the German Adult Education Association broke down, and as it is the only one of its kind in the country, repairs were not possible for several months. The establishment of the new ALOE Press as a result of the second grant from USAID will go a long way toward solving future problems of printing and timely distribution. A detailed description of the founding of the ALOE Press is contained in Section VI of this document.

In addition to reporting on the achievement of numerical goals with regard to the development publication and distribution of books, the evaluation team also tried to assess the quality of the materials produced by ALOZ by ascertaining the opinions of teachers who are using them and people involved with the National Literacy Campaign. The comments of government curriculum and textbook writers and of field staff involved in the campaign will have to wait for Phase II of this evaluation, but some of the points raised by the 35 ALOZ trained teachers who were surveyed during Phase I can be discussed here.

By and large the teachers interviewed were satisfied with the materials published by ALOZ and reported that their students liked them. A number of criticisms were voiced, however, and some of these merit consideration. The discussion of materials is

subdivided into four sections: design and illustrations, production and supply, language and content.

Design and Illustrations: A number of teachers complained that the illustrations were not clear. This was largely due, however, to the quality of the printing and not to the artwork itself. During the grant period ALOZ inaugurated a system for pre-testing illustrations with appropriate target groups. A current research effort being carried out by ALOZ, has revealed that photographic block outs are more readily perceived than other art forms. However, the line drawings used in ALOZ books are clear and realistic and should not be abandoned. Line drawings can be easily reproduced whereas photographic block outs depend upon high quality original pictures and minimum loss in reproduction.

Concerns were also voiced about printing quality. The readers are generally composed on a typewriter. With the new press, ALOZ now has the capability of printing in any type size and it might be worth while to conduct a survey to determine whether a largertype size and cleaner layout might not be more appropriate for new literates.

A final concern about the design of the books was that the covers frequently become detached. This comment seemed to refer primarily to the test version of the new Shona primer which has a stiff cover which does not wrap around the book. ALOZ is aware of

the problem and plans to bind the final published version of the book differently.

Production and Supply. A number of complaints were heard that orders for books were not filled on time and that supplies were inadequate. This problem has already been mentioned with reference to the breakdown of ALOI's small offset litho press. Another cause for delay has been the fact that a great many ALOI books are being revised and 29 are awaiting approval from the Ministry of Education and Culture. These are problems which should be resolved soon. The ALOI Press in future should be able to supply books in good time.

A number of teachers as well as sponsors mentioned that ALOI books were inexpensive and affordable. However an equal number mentioned that they were too expensive. Perceptions as to the price of books were inconsistent and relative. ALOI predicts, however, that prices will drop when the new press begins publishing.

Language. Most teachers felt the language was appropriate to the level of the learners. In the Chipinge area a few problems were mentioned however, as the people of that area speak a dialect of Shona. ALOI books are written in standard Shona as are books produced by the government and the Zimbabwe Literacy Bureau. ALOI frequently consults people at the Department of African Languages at the University about language appropriateness.

A number of complaints were heard that the language of the books was not advanced enough to allow for an easy transition to the formal school system. ALOZ acknowledges that there is a gap between the complexity of their Stage 3 readers and the books that are commercially available. There have been many requests for a Stage 4 course to bridge this gap. ALOZ sees this as a low priority, however, as 78% of its students drop out after Stage 1. Also evening courses are available through the Ministry of Education and Culture for those who are interested in continuing education. ALOZ is, however, looking into the possibility of producing comics and may want to consider publishing books at a simpler reading level than those available from the Literacy Bureau. Such books would also be of interest to graduates of the National Literacy Campaign.

A number of concerns were raised with regard to the English material taught in Stages 2 and 3. ALOZ acknowledges that their English materials are traditional, somewhat out of date, and in need of revision.

Content. Most of the teachers felt the content of the books was interesting and relevant to the learner. One problem that was frequently mentioned, however, was that the Stage 1 readers were geared mostly to rural situations and to women. One teacher typified this objection when he voiced the opinion that there should be stories about boxing or football or factory workers, and less

about babies and nursing. ALOZ is planning a new primer focussing on men at work. They might also consider an alternate set of supplementary readers for different target groups.

A number of teachers found the coverage of the numeracy materials inadequate. They felt that learners were not prepared for the level of math they would encounter in Grade 7. ALOZ is in the process of revising its numeracy materials, but not in the direction of the formal school curriculum. The new numeracy materials will be functional and focusing on money, savings, keeping records and other real-life issues. ALOZ feels that students wanting a more academic grounding can get this through the night schools.

Some respondents felt the ALOZ stories treated topics too superficially. ALOZ is revising most of its readers to give them more substance. They report the revised additions will inform the learners not only what they should do, but also why. ALOZ has carried out listening surveys in the Harare area to generate many of the topics discussed in the readers. The plan to involve people from the Ministry of Labor and Social Services, the Ministry of Education and Culture, and the trade unions in the development of the new primers for working men. ALOZ materials appear to be well researched, tested and are revised whenever deemed necessary. They meet a high professional standard.

One final comment with regard to materials might be made. It has been noted earlier that many of the teachers have received training or have attended refresher courses which introduces them to the psycho-social method and the use of picture codes. Yet the new ALOZ materials are not available to these teachers for use in their classes. It was found during the field visits that many teachers in frustration, returned to their old tried-and-true teaching habits awaiting the publication of the new materials before trying the new methods. At the same time the National Literacy Campaign primers, in both Shona and Ndebele, were readily available. A fairly cursory comparison of the government primer and the new ALOZ primer shows that they deal largely with the same generative themes and often even use the same key words. It would seem that one solution to the problem that the new ALOZ primers have been on the drawing boards, so to speak, all year, would have been for ALOZ teachers to be given training in the use of the government primer. The techniques used in class would be closer to the spirit and philosophy of the new ALOZ primer than what is now occurring, which is by-and-large a return to the old didactic methods. The campaign is only scheduled to last a few years. ALOZ trained teachers could be getting valuable experience by using the campaign materials.

G. Staff Development

By the end of the project period it was hoped that ALOZ would be managed principally by Black Zimbabweans. The present Management Committee of ALOZ is composed of seven blacks and three whites. The top management of ALOZ's operational staff has only three whites. Hence the majority of both the committee and the ALOZ staff are blacks. Nonetheless the operative question is not one of numbers, but how power and influence are distributed in the organization. The Management Committee directly controls the professional policies and ideological orientation of ALOZ by its hiring. A black Zimbabwean has not been appointed as director because the Management Committee does not use colour as a criteria for hiring. The present director of ALOZ is a white Zimbabwean. It might be noted that the grant emphasis on black leaderships misses the point. What is required for ALOZ's survival is leadership that can effectively integrate ALOZ into the new national ideology. Skin colour is not now a crucial issue: ideology is.

No management training per se has been carried out during the project period. The one Regional Officer who attended a four day course in junior management is retiring at the end of this month. Various members of staff have attended short courses related to improving performance at their jobs. Other members of staff are continuing their university degrees or other academic studies.

The hiring of new staff is meeting with partial success. The Evaluation/Publications Officer resigned after a short stay. It was felt at that time that the functions of evaluation and course development were too much for one officer to handle, so responsibility for materials and course development have been vested in a team of two experienced trainers, now designated development officers, and three program designers, one a former publications officer, another a former supervisor, and the third a journalist. Five new supervisors were hired during the grant period. However, the second Evaluation Officer who was hired to replace the one that resigned has now moved to the post of Regional Officer, leaving the post of evaluator vacant once more.

H. Improving the Information System

Under this project goal, ALOZ was to develop an improved feedback system capable of measuring (1) socio-economic gains from literacy education and projects, and (2) information on the aspirations and skills desired by potential literacy class participants.

The team found considerable progress towards meeting these two objectives during interviews, and from document analysis. More

conclusive findings will not be available until the results of Phase II are processed. We can, however, take note of two major ALOZ efforts to improve feedback from the field to improve planning and operations.

The most ambitious undertaking has been an eight month "process evaluation" of literacy projects. During 1983, the newly hired Evaluation Officer produced five questionnaires (for spouses, students, teachers, supervisors, and sponsors - see Appendix E). Major areas covered included (1) students perceptions of problems in literacy involvement, (2) changes in personal income, (3) program context and local conditions, (4) development project activity problems and outcomes, (5) recruitment and drop out, and (6) pedagogical effectiveness.

Using a random sample, the Evaluation Officer selected six literacy teachers and four supervisors in six literacy centers. One hundred and thirty nine adult literacy students were also selected to complete a 12 page "Log Book" (in Shona) over a four week period. Questions included among others, the following:

- "What new things did you learn this week?"
- "What problems did we meet in our learning?"
- "What did we do to solve these problems?"
- "What helped us to learn during the week?"
- "What would you like to learn that will help you in your day-to-day life?"

During the past half year, information from this process evaluation has been selectively used in both the refresher courses and in project development and management. The bulk of the data has now been tabulated and compiled, but it has not yet been analyzed and put into readily useable form. With the ALOZ Evaluation Officer being recently promoted to Regional Officer, it is not clear who will analyze the tabulated data and when this will take place.

Since the process evaluation project ended several months ago, ALOZ supervisors now supply additional monitoring data on a regular basis. While no major changes have followed from these feedback activities, there have been direct implications for operations. Information on projects especially has been used in setting new targets and making changes in this area. And when data analysis is further along, it is also expected that supervisors will sit down together and adjust operations using information from the "process evaluation" system now in place.

ALOZ staff readily admit that effort to create a better information system followed in large part from the USAID grant requirements. But in this process, they claim to have become better aware of the value that process evaluation offers for improved internal efficiency. Everything the team saw tended to support this claim.

The anticipated active participation of ALOZ in the Phase II summative evaluation might well be viewed as a continuation of efforts to build a better feedback system. The team strongly supports this participation as a giant step forward towards both improved internal monitoring, and the larger overriding goal of improved communication and more effective collaboration with the Ministry of Education and Culture and the Ministry of Community Development and Women's Affairs.

PART 2: THE STRUCTURE, ORGANISATION,
ADMINISTRATION AND COORDINATION OF ALOZ.

A. A. Pilot Report

Data relating to the structure, organisation, administration and coordination of ALOZ was collected using unstructured and structured questionnaires. Formal as well as informal discussions were also held with leading officials of ALOZ.

At the time of writing (November 1983). The majority of intended participants in this section had filled the questionnaires. More formal discussions, however, with some of the key personalities have still to be carried out. In addition, more members of the Management Committee should fill in the questionnaires. This is because only one member of the Management Committee has completed the instrument so far.

The main constraint has been the time factor. In the time available, it was not possible to analyse the filled-in questionnaires as well as the other data collected. As a result, therefore, it should and must be stressed that Phase I of the evaluation of ALOZ concentrated on the

designing of instruments and testing these instruments to determine suitability, relevance and appropriateness. To that end, it can be safely concluded that the pilot exercise, carried out on the structure, administration, organisation and coordination of ALOZ, indicated that the instruments designed were suitable, appropriate and relevant to the data collected and still to be collected.

The observations contained in this report are what they are - observations. They should not be taken to mean, imply or denote conclusions. This is because data collected has not been analysed. Secondly, conclusions can only be drawn after a thorough collection of data from the majority of the Management Committee members has been carried out and systematic analysis of data completed.

For this pilot report four questionnaires out of the 60 filled in were analysed. Stress must be made of the fact that four questionnaires were not and are not representative of all the filled in questionnaires, let alone of the rest of the intended target group. The four questionnaires were analysed for the purposes of illustration. These four questionnaires represented roughly 7% of all the questionnaires filled in. Of the four participants, there were two males and two females.

In terms of marital status, three were married, and one separated. Their ages ranged from 30-40 years. All were Zimbabwean citizens consisting of one white and three blacks. Their academic qualifications showed that one had 'O' levels, two 'A' level, and one was a university graduate. In addition, three were engaged in academic studies while one was not.

For the jobs they carried out in ALOZ, these participants were relatively experienced. Among them, they had attended several adult literacy and non-formal education courses both in Zimbabwe and abroad. Their work experiences at ALOZ ranged from one to seven years and above. Their status in ALOZ included the director, evaluator, projects officer and vice chairman of the Management Committee. This combination reflected seniority of status, which should mean people well-informed about the operations of ALOZ.

The main duties carried out by these four participants included coordination of ALOZ, fund raising, material supervision, course development, liaison with outside organisations, research, recruitment of new teacher trainees, coordination of training activities, evaluation, projects planning, training of literacy tutors, chairing Management Committee meetings, among other duties.

B. Degree of Satisfaction with Activities Carried Out in ALOZ

Participants were given a list of various activities carried out under ALOZ. They were requested to indicate their degree of satisfaction using a five - point scale. The results (See Table 1) indicated that the 4 participants were satisfied with the following items: annual leave, sick leave, staff supervision, decision making processes, internal co-ordination, ALOZ management, co-ordination with other ministries, projects planning, purchasing of equipment materials development, distribution of material, training literacy teachers and team work approach. Other items had 50 % scores. These included paid study leave, maternity leave, staff recruitment, equipment supply, learning material production, transport services, and staff development seminars. There were items with scores less than 50%. These included: co-ordination with the Ministry of Education and Culture (25%), evaluation (25%), and information from the field. Due to the fact that this pilot sample is very small, all those items which scored 50% and less were deemed to be unsatisfactory. These items included: paid study leave, maternity leave, staff recruitment, coordination with the Ministry of Education and Culture, evaluation, equipment supply, transport services, staff development and information from the field. (See Table 2).

C. ALOZ's Effectiveness

Participants were also requested to show the extent to which ALOZ was effective by rating a number of items using a five - point scale. (See Tables 3 and 4). The results indicate that participants thought ALOZ was effective in the following items: fund raising, management, auditing of accounts, planning, communication, organisation and training of tutors. If we take 50% score as ineffective, the following items were rated as not being effective: evaluation, supervision, co-ordination, decision making, human relations, ideology, structure, and obtaining sponsors.

Participants were also asked to indicate the extent to which ALOZ implemented Zimbabwe's socialist ideology. The following were the results:

	N	%
Lowest degree	-	-
Low degree	-	-
Middle degree	3	75
High degree	1	25
Highest degree	-	-
Total	4	100

With regards to how far participants thought the new printshop would increase the effectiveness of ALO2's literacy work, the following were the results:

	N	%
To a little degree	1	25
To some degree	1	25
To a great degree	2	50
Total	4	100

D. Main Problems Encountered in The Administration, Structure,

Organization of ALO2

As to the problems related to administration, structure and organisation of ALO2, the following were mentioned:

- Lack of team work
- Lack of proper orientation
- Insufficient coordination within ALO2
- Lack of coordination with the Ministry of Education and Culture and Ministry of Community Development and Women's Affairs.
- Problems related to how best to support to mass literacy campaign.
- No problems on finance during grant period, but now we do not know how we are to function without USAID.
- Misunderstanding between ALO2 and the Ministry of Education and Culture.

E. Suggested Solutions

The following points were raised as possible solutions to some of the problems:

- More co-operation between the Ministry of Education and Culture and ALOZ;
- Greater government involvement in ALOZ activities;
- More stress on ideological approach in ALOZ;
- No favouritism in staff treatment
- No gossip at administrative levels.

F. Observations

It should be stressed once more that the observations made in this pilot evaluation of ALOZ are not meant to be and should not be regarded in any way as conclusions. These observations are concerned with giving light on the main detailed part of the evaluation that will be carried out in Phase II:

1. In as far as the designing and testing of instruments was concerned, this pilot evaluation was successful. The instruments seemed appropriate, suitable and relevant to the intended target group. In other words most of the participants understood the questionnaires.

2. Evaluations are sometimes and in several cases regarded as threats. This is particularly the case where the people evaluated rely for their livelihood on what is being evaluated. Human nature being what it is, the tendency to agree with given statements and sometimes to please the evaluators, seems unavoidable. Consequently evaluators have to carry out discussions asking certain issues that may or may not necessarily be on the questionnaires. That way evaluators will be able to get in-depth knowledge of the issues that need to be highlighted.
3. Information gathered during the pilot survey raised a number of interesting issues - issues whose answers cannot be given at this stage. It is hoped that these issues can be dealt with in the second phase of the evaluation. Among these issues are:
 - (a) The relationship between ALOZ and Government ministries. This issue has to be clarified because ALOZ cannot and does not operate in a vacuum.
 - (b) In terms of structure, what is the relationship between the number of personnel and the duties they perform or are supposed to perform? Is the number adequate, inadequate or too many in view of the scope and operations of ALOZ?

- (c) Whatever recommendations are made or to be made with regards to personnel, these have to take cognizance of the duties carried out and the financial situation.
- (d) The salary structures need to be looked into. The amount of money that goes into salaries vis-a-vis the amount of money that goes into other operational duties should be assessed.
- (e) The future of ALOZ has to be examined in this evaluation exercise. Is it going to remain as it is? What is its relationship going to be with Government, in terms of its own role, etc?
- (f) There is no doubt that without financial aid from USAID ALOZ would not have operated in the way it did. In other words USAID financial assistance has gone a long way in giving ALOZ much needed assistance. Now if and when this aid comes to an end, what is its position going to be?

Finally it must be stressed that at this juncture it would be giving a false picture to have definite recommendations on issues relating to the structure, organization, administration and coordination of ALOZ. The four questionnaires analysed are there to

demonstrated the method to be used in the longer more detailed evaluation exercise and to show the reliability of the instruments used. From there it can safely be concluded that the information or data collected or to be collected should be reliable and fairly representative of what is going on in ALOZ.

Table 1
Degree Of Satisfaction With Activities Carried Out Under ALOZ

	Most Satisfactory		More Satisfactory		Satisfactory		Less Satisfactory		Least Satisfactory		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Salaries	-	-	-	-	1	25	2	50	1	25	4	100
Annual leave	1	25	1	25	2	50	-	-	-	-	4	100
Sick leave	1	25	-	-	3	75	-	-	-	-	4	100
Paid study leave	1	25	-	-	1	25	-	-	2	50	4	100
Maternity leave	-	-	-	-	2	50	1	25	1	25	4	100
Staff recruitment	-	-	1	25	1	25	-	-	2	50	4	100
Staff supervision	-	-	-	-	4	100	-	-	-	-	4	100
ALOZ management	-	-	1	25	2	50	1	25	-	-	4	100
Internal coordination within ALOZ	-	-	1	25	2	50	1	25	-	-	4	100
Coordination with MOEC	-	-	1	25	-	-	2	50	1	25	4	100
Coordination with other Government ministries	1	25	2	50	-	-	-	-	1	25	4	100
Coordination with other NGOs	-	-	1	25	2	50	-	-	1	25	4	100
Decision-making process	-	-	-	-	4	100	-	-	-	-	4	100
Evaluation of ALOZ activities	-	25	-	-	-	-	3	75	-	-	4	100
Projects Planning	-	-	-	-	3	75	-	-	1	25	4	100
Purchasing of equipment	-	-	-	-	3	75	1	25	-	-	4	100
Equipment supply	-	-	-	-	2	50	2	50	-	-	4	100
Material development	-	-	-	-	3	75	1	25	-	-	4	100
Learning material production	-	-	-	-	2	50	2	50	-	-	4	100
Transport services	-	-	-	-	2	50	1	25	1	25	4	100
Distribution of material/equipment to regions	-	-	-	-	3	75	1	25	-	-	4	100
Staff development (seminars/tutorials/courses)	-	-	-	-	2	50	1	25	1	25	4	100
Training of literacy tutors	-	-	1	25	2	50	1	25	-	-	4	100
Information from the field	-	-	1	25	-	-	3	75	-	-	4	100
Team work/approach	1	25	-	-	2	50	1	25	-	-	4	100

Table 2:
Rank Order Of Degree Of Satisfaction With ALOZ Activities

	Satisfactory	Not Satisfactory	Rank
Salaries	25	75	16
Annual leave	100	-1	
Sick leave	100	-	2
Paid study leave	50	50	9
Maternity leave	50	50	11
Staff recruitment	50	50	12
Staff supervision	100	-	3
ALOZ management	75	25	5
Internal coordina- tion within ALOZ	25	75	5
Coordination with MOEC	25	75	15
Coordination with other Government ministries	75	25	4
Coordination with NGOs	75	25	6
Decision- making process	100	-	3
Evaluation of ALOZ activities	25	75	13
Projects Planning	75	25	8
Purchasing of equipment	75	25	7
Equipment supply	50	50	10
Material develop- ment	75	25	7
Learning material production	50	50	10
Transport services	50	50	11
Distribution of material/equip- ment to regions	75	25	7
Staff development (seminars/ tutorials/courses)	50	50	11
Training of literacy tutors	75	25	5
Information from the field	25	75	14
Team work/approach	75	25	4

Table 3:
Analysis Of The Effectiveness Of ALOZ

	5	4	3	2	1	
	Most effective No.	More effective % No.	Effective % No.	Less effective % No.	Least effective % No.	Total
Raising funds	3	75	-	-	-	100
Auditing of accounts	-	-	2	50	1	100
Evaluation	1	-	2	50	1	100
Management	-	-	-	4	100	100
Planning	-	-	1	25	2	100
Supervision	-	-	1	25	2	100
Coordination	-	-	-	2	50	100
Decision making	-	-	-	2	50	100
Human relations	-	-	1	25	1	100
Ideology	-	-	-	-	2	100
Communication	-	-	2	50	1	100
Organization	-	-	1	25	2	100
Structure	-	-	-	2	50	100
Obtaining sponsors	1	25	-	-	1	100
Training of tutors	2	50	1	25	-	100

Table 4:
Rank Order Of Degree Of Effectiveness Of ALOZ

	Effective %	Not Effective %	Rank	
Raising funds	100	-	1	1
Auditing of accounts	75	25	4	2
Evaluation	25	75	9	4
Management	100	-	2	1
Planning	75	25	5	2
Supervision	50	50	6	3
Coordination	50	50	8	3
Decision making	50	50	8	3
Human relations	50	50	6	3
Ideology	-	100	10	5
Communication	75	25	4	2
Organization	75	25	5	2
Structure	50	50	8	3
Obtaining sponsors	50	50	3	2
Training of tutors	75	25	3	2

PART 3 THE RELATIONSHIP BETWEEN ALOZ
AND THE NATIONAL LITERACY CAMPAIGN

A. ALOZ's Involvement in the Campaign

ALOZ has been represented on many of the working groups organized to get the National Literacy Campaign started. Together with the Catholic Commission for Social Service and Development it was invited by the Ministry of Education to serve on the Subcommittee that did preliminary planning for the campaign. After that, several members of the ALOZ staff worked on a five-month exercise with the Ministry of Education and Culture to prepare the Ndebele and Shona primers. The next stage was the planning and implementation of training of DLC's in Harare and Bulawayo. Other training events mounted by the Ministry of Education and Culture were also attended by ALOZ. They include the writers' workshop regional seminars with DLC's, and refresher training for DLC's in the field, ALOZ staff and DLC's are finding other opportunities to work together, such as the training of literacy teachers.

ALOZ is a member of the Directorate of the National Literacy Campaign under the auspices of the Ministry of Community Development and Women's Affairs.

B. Areas to Investigate For Possible Cooperation Between ALOZ and The Government of Zimbabwe

After administering the rest of the instruments and when more data which is more representative has been collected in Phase II, recommendations will be made. The recommendations, which will include how ALOZ could operate during the period of the National Literacy Campaign, should benefit both the Government of Zimbabwe and ALOZ in their future deliberations and activities. The strengths and weaknesses of ALOZ will also be analysed.

Some of the main areas in which investigations and recommendations will be made are:

- (1) Training of literacy teachers;
- (2) Development of materials - close equivalence of cognitive demand of materials, and other areas - ALOZ stage one, and the National Primers;
- (3) Monitoring (Supervision) of classes;
- (4) Evaluation of progress in literacy - equivalence of measures for determining who is literate;
- (5) Projects for development;
- (6) Mobilisation;
- (7) Areas of conflict between ALOZ and the National Literacy Campaign;
- (8) How to increase co-operation/how ALOZ could contribute to the National Literacy Campaign;

Recommendations will be made in the light objectives of the National Literacy Campaign and the national goals of the Government of Zimbabwe.

Any attempt to make specific conclusions or recommendations of the above before collection of sufficient data of a more representative nature, will be a premature move.

VI. FORMATIVE EVALUATION OF THE ALOE PRESS

A. General Observations:

The first USAID Operational Program Grant to ALOZ (No. 613-0220) included as one of its outputs "an increase in publication of literacy materials". The formative evaluation team, in September 1982, found that although ALOZ was rapidly expanding the total number of publications it produced, it was unable to keep up with the demand. Concomitant with the formative evaluation period, a graphic arts production consultant conducted an assessment of the ALOZ publications operation. His report pointed out that the books, especially, the primers, were printed in a type that was too small for the beginning readers. Also, the print was often of poor quality, due to poor inking in the printing process. ALOZ equipment consisted of a Gestetner 318, a direct image print maker, and two

mimeograph machines. The annual volume of the press was estimated to be one million impressions of 8" x 12" units. At that time the stock backlog was 969,000 units.

The consultant recommended that ALOZ obtain certain types of equipment to improve the efficiency and quality of its printing operation. He recommended that ALOZ obtain a 19" x 23" press. Taking into account vibration problems and time required for functions such as adjusting plates, the consultant estimated that the press could produce an average of 2,500 units of 8 1/2" x 11" per hour or some 20 million units per year. Also, he suggested that the printshop be established either as a subsidiary of ALOZ or as a cooperative.

Shortly after the graphic arts consultant completed his report, ALOZ submitted a request to USAID for funding for a printshop. ALOZ specified that it wanted to obtain equipment for which maintenance, repair and parts could be provided by local firms. Subsequently an Operational Program Grant (No. 613-0224) for U.S.\$300,000 was approved and the Project Agreement signed November 16, 1982. The Books for New Literates Grant is effective through December 31, 1984.

The Books for New Literates Grant aims at enhancing ALOZ's ability to produce printed materials and hence plays a supportive role to the first grant. It should be noted that the content of

ALOE books has been assessed within the evaluation of the first OPG to ALOZ, rather than in the following assessment of the Books for New Literates Grant.

The printshop, named ALOE, began functioning in early October 1983, one month prior to initiating this evaluation. The evaluation team has focused on difficulties and achievements to date and on weaknesses which ought to be rectified so that the printshop evolves this coming year on a sound basis which will allow it to achieve the aim and intent of the grant.

The ALOE Manager and some other personnel were hired several months ago and unanticipated expenditures were incurred by ALOZ prior to October, which have led to a financial deficit situation. The exact extent of the deficit will be revealed in the current audit of ALOE which is being undertaken by Price Waterhouse. The audit report is scheduled to be completed by December 1, 1983.

The financial situation plus the orientation of the ALOE Manager has led to ALOE accepting commercial jobs. While this may be sound in the short-term, greater attention must be paid to establishing a demand for services in the non-commercial sectors.

ALOE is in the process of being registered as a non-profit organization. It has been established with its own manager as a branch of ALOZ. A weakness, however, is that an adequate management system has yet to be established. The staff size is small: five professionals, including the director; and three general hands. All seem pleased with their jobs and lower level staff, including some in professional positions, express their desire for on-job-training to learn higher level skills. Some of this training has already begun. All ALOE personnel appear very enthusiastic about their work and the potential of ALOE.

B. Progress in Meeting Project Goals

1. Increase the availability of simplified and relevant reading materials for new literates.

Documents concerning the project explicitly state that the aim of the grant includes literacy materials, that is materials used in teaching and learning literacy, not just materials for new literates. Also, the documents show that the intent was to make available low-cost and high-quality printing services to government agencies and to non-government organizations or volunteer organizations as well as to meet ALOZ demand for printed materials.

Although not specified in various project documents, the evaluation team has concluded that the project purpose statement ought to be more broadly interpreted to cover educational, motivational and development-oriented materials for low-level readers and supportive aids, such as materials for teachers and extension workers. We believe that this falls within the original intent of the project, and is needed at this stage of Zimbabwean development. Rural and town dwellers have little access to relevant and inspiring reading materials. Also, government and other agencies are undertaking many types of development activities to redress the great imbalances under previous governments, and some of these activities could use ALOE services. Further, for ALOE to be self-financing it needs to have a broader range of potential clients, without having to rely too heavily on commercial customers.

Recommendation:

USAID and ALOZ agree in writing that the project purpose be interpreted to cover educational, motivational and development oriented materials for low level readers, and supportive aids.

2. Eliminate the 50% subsidy on materials sold by ALOZ.

Under ALOZ's former publications system, it provided a subsidy on books in order to make them more accessible to students and teachers. For example, in 1982 it cost ALOZ approximately Z\$.50 per book to produce 5,000 copies of 36 page book, but it was sold for half the actual cost.

A new price list for ALOZ materials was issued in May 1983. It reflects the actual cost of the seven books which had to be printed commercially in March-April 1983 because ALOE equipment had not arrived and the small Gesterner printer needed parts not available in Zimbabwe. One of the books printed commercially, that with the most pages (76) is currently subsidized at a rate of 16%. The May price list for Shona material also reflects substantial price increases in many other books. Although the cost of some books has doubled, none of the student books cost over Z\$1.00.

To date no ALOZ materials printed by ALOE are being sold. ALOE is in the process of printing and binding five books for ALOZ. The ALOE Manager estimates that the cost of a 36 page book, with a press run of 5,000 copies or less, will be Z\$.23. Thus, the more

efficient printing system will facilitate making ALOZ books accessible to student and teachers at price similar to those prior to the May 1983 increase, but without a subsidy. Moreover, students and teachers will receive higher quality printed materials for their money.

Recommendations:

ALOZ should revise its price list, at least at six month intervals as its materials printed by ALOE become available.

ALOZ should inform teachers and their sponsors of the reasons for periodic price revisions.

3. Efficient production of books and other reading materials for new literates capable of meeting estimated demand for such.

The report of the graphic arts production consultant, completed in September 1982, projected ALOZ demand for books. Then there were 24 student books 13 of which were out of stock, and 350 teachers. Growth was anticipated to be 8 new books per year, plus revision, updating and additional printing of existing books. ALOZ was expected to have 750 teachers by 1985. Thus the demand for printed materials measured in the number of 8 1/2 x 11" impressions was estimated to increase from 4.5. million impressions in 1981 to 18.7 million in 1984.

The evaluation team did find one instance where ALOE could not offer a more attractive price for 4,000 copies of a development oriented magazine currently printed by a cooperative press. Also small volume print jobs, unless combined with other layouts are not necessarily less expensive through ALOE. Currently, however, small jobs, such as calling cards are combined with others.

We support the ALOE Manager's intention of using the older printer for small duplicating jobs. We also believe that his plan to exchange the older printer for one which uses both heavy and thin paper is good; however, if acquisition of the new small machine would entail financial expenditure, we believe that this should occur only when ALOE has a better financial status and with the knowledge and concurrence of the Management Subcommittee.

In order to develop a market for ALOE services, the evaluation team believes that special attention should be given especially during the forthcoming crucial months, to establishing contacts with government agencies and non-government organizations or voluntary groups. Our recommendations to this effect are stated in the Management section of this report.

The evaluation team also recommends that ALOZ seek ways to increase its market for books. Although over the years, and upon request ALOZ has made its material available to other agencies it should investigate the potential demand for existing materials. It is unlikely, however, that ALOZ demand will be as high as originally projected. The number of new teachers will probably be lower than anticipated. From October 1982 to October 1983, new teachers numbered 86. By the end of the project (December 31, 1984), ALOZ will probably have some 525 teachers; with this number of teachers the effective demand for books will have doubled during the life of project. Furthermore, ALOZ is awaiting guidance and approval from the Ministry of Education and Culture on newly developed materials as well as those already in existence. This is in adherence to recent government policy. Therefore, production of new books is dependent on a timely response from MOEC. On August 10, 1983 30 ALOZ books were transmitted to MOEC where they await approval.

The anticipated use of ALOE services by the National Literacy Campaign, under the Government of Zimbabwe has not materialized. Nor have other branches of GOZ and non-governmental organizations or voluntary groups used ALOE service for production of educational or development oriented materials. Therefore, special attention needs to be given during the forthcoming critical months to building up this potential market.

Under its current pricing system, ALOE appears to charge very attractive prices in comparison with most other printshops, which should attract customers. For example cost comparison of 3,000 copies of one 36 page book revealed ALOE, using a 10% mark-up customer category, was 30% below the cost of a commercial printer, other groups and ways of making the materials more accessible. Also, ALOZ should consider distribution of additional low-level reading materials for post-literacy student. A system for a wide distribution of low level, low cost reading materials has yet to be established in Zimbabwe, or in other African countries. This need was stressed at the first International Book Fair recently held in Zimbabwe. Distribution systems particularly aimed at rural people are either ineffective or too costly. Yet, there is a great need for instructional, motivational and leisure reading materials. And, one risks falling into semi-literacy if reading skills are not used.

ALOZ, through its network of teachers and current distribution system, is in an advantageous position of reaching low-level literates in rural areas and towns. Presently ALOZ teachers have book order forms which they submit to ALOZ, and then ALOZ sends the books to the teachers for distribution to students. ALOZ could make order forms and possibly sample copies of books available to teachers who would in turn publicize to student and other community members the availability of the books, take orders, and forward

these and payment at the same time as their normal orders for class materials. An alternative would be the use of individual mail order forms distributed by teachers but returned separately; this is likely to involve the customer in cumbersome arrangements for transmittal of payment and involve an extra cost due to handling and postage.

Recommendations:

ALOE should seek additional markets for its books.

ALOE should investigate the potential of offering a larger number of books for low-level readers.

4. Establishment of a fully equipped and operational non-profit printshop capable of financing its operation through income earned from the sale of its materials.

ALOE has filed papers to be registered as a non-profit enterprise.

C. Costing and Pricing Methods

The following review of how ALOE establishes unit costs, how it sets prices and some record keeping practices should be regarded as

an initial assessment. The Price Waterhouse report which will be available at the end of November, 1983, will present a more detailed account as well as provide a baseline for the 1984 audit and the 1984 summative evaluation. Both the Price Waterhouse accountant and the ALOE Manager provided information for this initial assessment. Before proceeding to costs and prices, it may be helpful to note that delays in procuring all the essential printing equipment resulted in ALOE commencing operation about the first of October 1983.

Up to the time of this evaluation, which in effect has meant five weeks of operation, ALOE has either on order, or process, or completed, some 32 printing jobs. The first five were forms required by the printshop. The distribution of this work and the income generated is contained in Figure I. In addition, 12 typesetting jobs were completed, where ALOE was not involved in the printing.

Figure I

ALOE's Production, October 1 - November 7, 1983

<u>Number of Jobs Requested by</u>		<u>Total Invoiced</u>
ALOE	= 5	\$4,550
Welfare	= 12	
Commercial	= 10	<u>\$3,650</u>
Income To Press		\$8,200

While almost all this work was in the private sector, the press currently has a number of large jobs for government under consideration. Included in the commercial category are 4 jobs for printing forms for the City of Harare.

As may be seen in Appendix A. 1-3, ALOE follows set procedures in costing each printing job. These include computing labor costs, material costs, and fixed costs including depreciation. This process provides "overhead" costs that when combined with labor costs, make it possible to ascertain specific costs for required labor materials inputs into a job estimate (See Appendix A. 4 and A. 5). A comparison with estimated costs per function for local commercial printers is also included and indicates something of ALOE's considerable cost advantage.

Examination of these procedures raises several questions. One is the seemingly incomplete specification of or accounting of fixed costs. Omitted recurring expenses for plant maintenance and cleaning, for the annual audit, inter alia come to mind. A second concerns depreciation. While a depreciation cost per hour i.e., \$1.70 has been computed by Price Waterhouse, Schedule No. 1 tells us nothing about the basis for

such a computation. We were able to determine that depreciation of printing equipment has been figured on a fixed installment or straight line method over a 10 year period. It is not known, however, if all equipment is included. While 10 years may be a reasonable period to write off the heavy machinery, a good deal of the small more complex equipment might well be amortized over a shorter period, thus increasing depreciation costs.

This raised a third issue - i.e., the Press' near complete focus on cost accounting and batch pricing, and the seeming absence of financial accounting with attention to periodic balance sheet positions, to determination of profits, but not necessarily to how and where profit arose.

With this emphasis on cost accounting, the composition of cost and the sources of profit, the Press must periodically revise direct and indirect costs and corresponding overheads. With inflation currently running about 20% annually in Zimbabwe this might best be done on a quarterly basis. GOZ efforts to bring up lower labor rates must also be taken into account.

Policy on mark-up and final prices is determined by the ALOZ Management Committee and Printshop Subcommittee; as illustrated in Appendices D.5, 6, 7, and 8. Current practice fixes the following mark-up after production cost per unit as follows:

1.	ALOE Jobs	=	5%	added
2.	Welfare and Development Groups	=	10%	added
3.	"Social Consciousness raising groups" (i.e. Lions, Wildlife Federation et al)	=	15%	added
4.	Commercial Jobs	=	25%	added

Prior to this evaluation, no policy had been set by the Management Subcommittee on the mark-up for government. During the evaluation the ALOE Manager stated that materials for the GOZ literacy campaign could receive the same mark-up rate as ALOZ jobs. The evaluation team agrees. It also suggests that development of educational materials could fall in the 10-15% categories and logistical materials such as forms could be priced at the commercial rate.

Recommendation:

The Management Subcommittee ought to immediately establish a pricing policy on different categories of jobs for the GOZ, including local government agencies and educational institutions, and for parastatals.

Even with a 25% commercial mark-up several comparisons of prices charged by other printers indicate that ALOE Press is highly competitive. An 80 page National Literacy Campaign primer could, for example, be printed by ALOE @ \$.36 a unit if the MDEC supplied them the paper and board. If ALOE supplied the price would be \$.54c each. The commercial press charges \$1.50 each.

Clearly the AID grant has provided advanced state-of-the-art printing equipment at low cost. This will enable ALOE to offer a better product at lower unit cost to ALOZ and the many welfare groups in Zimbabwe that have paid high commercial rates to date. The temptation to favor the more profitable commercial market at the expense of the welfare and public sectors however, must be a constant concern if the promise of ALOE press and the USAID grant are to be realized in the years ahead.

In concluding this section we can note that the Press has instituted sound cost accounting practices and undergoes an annual audit. It has a strong competitive advantage over other printshops with less efficient equipment. While this price advantage is real, it may prove to be somewhat less than presently thought if recurring costs are more accurately computed and overheads are, accordingly, adjusted upward.

Recommendation:

A financial analysis of cost and income, should be financed by AID, with the aim of reviewing and making recommendations on ALOE charges. The analysis should include a review of the number of jobs, types of job (literacy materials and materials for low-level literates and supportive guides; educational or development oriented; fund-raising or promotional; and logistical), and customer category for each. The financial analyst should recommend a reasonable limit on commercial jobs. April is recommended since ALOE will have a six month record of operations on which to base its analysis and recommendations.

D. Management and Operation of ALOE Press: Issues and Concerns

In February 1983, following the signing of the AID Grant Agreement, and the recruitment and hiring of the Printshop Manager, the ALOZ Management Committee agreed that a Printshop Subcommittee should be formed to take responsibility for the summary of proposals regarding the Printshop Establishment. The summary then circulated to Management Committee members addressed such issues as: the control structure, printshop functions, cost procedures, and the ALOZ Director's relationship to the printshop.

Two members of the Management Committee agreed to serve on the Printshop Committee; one member, the Director of Personnel and Training for British Leyland, was co-opted from the outside. It was further agreed that the Director of ALOZ, or the Deputy Director, in her absence should also be on the Subcommittee in an advisory capacity.

During this formative stage, the Press is in great need of guidance and monitoring in establishing policy, setting guidelines, and in making itself known to its prospective and desired clientele. As it stands now, despite the formation of the Management Subcommittee, there is not yet in place any structured mechanism for decision-making. The organigram proposed (see Appendix D.8) does not reflect the current decision-making process. The Printshop Manager has been making some non-technical decisions on his own, decisions that should be made in conjunction with the Printshop Subcommittee and Director of ALOZ.

No clear terms of reference have been developed which outline the discrete responsibilities of the Management Subcommittee and its relationship to the Manager of the printshop and to the Director of ALOZ. Individual interviews with the Management Subcommittee members, and the Manager of

the printshop and ALOZ Director revealed in each case divergent views and perceptions of the responsibility of the office they hold and who has final say with regard to the policy and operation of the printshop. There was general agreement, however, that the Printshop Manager has full responsibility and qualifications for the technical aspects of running the shop.

Apparently, meetings of the Subcommittee have been called without the knowledge of one of the members who says he is the Chairman of the Subcommittee. It is in those meetings that some policy decisions have been made. Because there are no minutes from those meetings, there is no record of when they were held, and what specific decisions were reached. The Management Committee in their monthly meetings has subsequently been informed of decisions reached in those Subcommittee meetings.

Recommendations

It is absolutely essential that questions regarding the management of ALOE Press be resolved immediately so that the Printshop Manager has consistently clear guidance on the policy and administration of the Press. He or whomever assumes the responsibility would, consequently, be in a better position to

accurately present the Press to prospective clients and to handle any internal matters that require Subcommittee intervention in the prescribed fashion.

Our recommendations for the management of ALOE Press are as follows:

1. The Chairman of the Subcommittee should receive all concerns of the Printshop Manager, call for full Sub-Committee meetings and inform the ALOZ Director of all issues and decisions. The Printshop Manager will send copies of his quarterly reports to the Subcommittee and the Director of ALOZ.
2. That a terms of reference be developed for, and distributed to the Subcommittee by the Management Committee, one that would incorporate the following scope of responsibility:
 - Printshop policy and costing
 - Criteria for selecting and prioritizing jobs
 - Proper business practice
 - Monitoring the establishment of a sound financial management system including proper accounting procedures and records managements

- Staff hiring, dismissals and grievances (There is at present no grievance procedure for printshop employees. The Subcommittee should develop and distribute such procedure to all printshop staff and to the Director of ALOZ).

The Printshop Subcommittee should act as a liaison between the Printshop Manager and the office of the Director at ALOZ, who should, in turn report to the Management Committee. The Director and Deputy Director of ALOZ should continue to serve in an advisory capacity to the printshop.

3. That meetings of the Subcommittee should be held monthly immediately prior to the Management Committee meeting. The chairman of the Subcommittee should inform all members of the meeting date. Minutes of the meeting should be taken, typed and distributed to all members, the Printshop Manager and the Director of ALOZ in accordance with the regulations set forth in the amended Companies Act of 1951. A record of all meetings shall be placed in the printshop files. The Administrative Officer of ALOE should be responsible for the typing, distribution and filing of minutes.

The equipment purchased for the printshop, in accordance with the recommendations in the report of the Graphic Arts Consultant, Mr. Larry Offenbecker, required an expanded staff who would be qualified to operate it and/or brought in to be trained. In planning for the personnel needs of the printshop, it was also recommended that the four staff members formerly employed to run the old offset equipment be either absorbed and trained in the new printshop or be employed in another capacity within ALOZ. There were eight positions budgeted for in Annex A. of the Grant Agreement:

<u>Personnel</u>	<u>Salaries (per annum)</u>
Manager of Printshop	\$26,000
Printer/Makeup and Camera	\$15,600
Printer/Camera	\$15,600
Typesetter	\$14,600
Binder 1	\$ 6,500
Binder 2	\$ 6,500
Bookkeeper	\$ 8,400
Guillotine Operator	\$ 5,000

At the time of this evaluation, necessary personnel had been hired, following the advertisement of nearly all positions and interviews in most cases, by the Printshop Manager, Director and Deputy Director of ALOZ, as required in the AID

Grant Agreement. The table below indicates personnel hired, reflecting any changes made in the budget presented above, and start dates. The actual salaries are significantly lower due mainly to the impact of the Zimbabwe devaluation in late 1982. The USAID grant was denominated in US dollars reflecting an exchange rate of US\$1.30 = Z\$1.00.

	<u>Start Date</u>	<u>Actual Salary (yearly)</u>
Manager of Printshop	1/83	\$16,700
Printer	10/83	8,250
Artist/Apprentice		5,925
Typesetter (1/2 Time)	7/83	6,250
General Hand 1	7/83	2,400
General Hand 2	7/83	2,400
Admin. Officer	6/83	10,110
Guillotine Operator	10/83	7,050
General Hand	6/83	1,545

Two of the former staff were hired in the General Hand 1 and General Hand 2 positions, while the other 2 were absorbed in ALOZ in a different capacity. Additionally, in July 1983 a Receptionist, who was a parapalegic was hired for the Printshop by the Printshop Manager. Upon advice from the Director of ALOZ, he was dismissed after some three weeks of work because it was felt that his handicap severely impaired his ability to carry out the necessary components of the job and that a Receptionist was not needed at the printshop until ALOE is in a better financial situation.

The level of sophistication and in some cases, the uniqueness of the equipment purchased for the printshop plus the relative dearth of even semi-skilled print operators in Zimbabwe made it necessary to provide- on- the-job training to most of the personnel hired. Also, because the printshop staff size is very small, the Printshop Manager has always acknowledged the necessity of training each staff member to perform one other job in addition to the one for which he or she was hired. This has the advantage of ensuring the full operation of the shop in the absence of any one person. In addition it means that persons will have the opportunity to learn another marketable skill for the purpose of his or her own development.

Staff interviews carried out for the purpose of this evaluation confirmed that all staff members were indeed being trained in new areas and satisfied with the training they are receiving. Taking into account the fact that the printshop has been operational for a little over one month and the workload has been a bit slow, almost all staff expressed a strong desire for more intensified training as jobs began to come in. Some printshop staff voiced an additional desire to visit some of the adult literacy sites in order to appreciate their role within the larger scope of the work of ALOZ. Given the foregoing, a number of issues and concerns should be addressed.

First, the printshop was established primarily to provide low cost printing services for ALOZ, welfare and church organizations and other NGOs, with a small amount of energy directed toward the commercial sector. In addition, and very importantly for ALOZ, it was anticipated that the printshop would avail itself to the needs of the Mass Literacy Campaign, launched in July 1983. The lower but competitive pricing structure was conceived and established so as to attract those organizations needing and seeking printing services at costs lower than those of commercial printers. That and the fact that ALOE could provide service without the long delay experienced at larger presses provide the printshop with a market to be sought after and approached. Advertising and public relations for ALOE becomes a crucial area of concern.

As it now stands, the Manager of the printshop, in addition to his technical responsibilities, is responsible for bringing business to ALOE. The shop has produced leaflets that are being distributed around town and they are in the process of developing a brochure of ALOE's capability for distribution. A few jobs have been undertaken for welfare organizations and the Printshop Manager is currently awaiting a listing of welfare organizations in Zimbabwe so that contact can be made. Despite these efforts, contacts to welfare organizations have been to

a very low degree while contacts with relevant government Ministries and parastatals have been nearly non-existent. Since the Printshop Manager does not see the contacts, particularly with government ministries, as his responsibility, at this point no one has assumed this crucial responsibility. This could have serious implications for the future viability and self-sufficiency of the printshop, and its achievement of the purpose and intent of the project.

Second, it will become necessary in the near future and as soon as it is financially feasible to bring on an individual to act as an assistant to the Printshop manager. This person should be capable of acting as the financial Manager for the shop plus have the personality, the contacts and the savvy to handle all public relations, government, parastatal and welfare organizations liaising for the purpose of bringing clients to ALOE. As it is now, there is neither an individual on staff who can assume this crucial role for ALOE, nor is there someone who could step-in in the absence of the present Manager.

Third, the original OPG to ALOZ gave recognition to the racial balance achieved in the hiring of personnel but recommended that the organization pay closer attention to the relatively low numbers of black Zimbabweans hired in higher

level positions. In a review of the personnel recruitment and hiring procedure utilized by the printshop and in staff interviews, we found that while in all but two cases jobs were advertised and prospects interviewed by at least two persons, the actual persons hired, especially for more highly specialized positions, are whites (and in at least two cases, non-Zimbabweans) who were known personally by either the Printshop Manager or the Director of ALOZ.

A perusal of personnel files and the file containing the letters from applicants responding to advertised job vacancies would lead one to inquire further on the criteria utilized in selecting staff in some of the positions. One such person has entered into an extended probationary period and his progress is being closely monitored by the Printshop Manager and ALOZ Director. It appears very likely that he will be replaced in the near future. Though such scrutiny of the performance of even acquaintances that are hired is to be lauded, management should remain aware of the morale problem that could develop once such hiring practices becomes common knowledge.

Recommendations

We recommend the following measures which should be acted upon immediately:

1. That the AID Grant agreement be amended and funding be found in order that ALOE may hire a full-time person to act as Finance Manager and to handle all public relations and business contacts with the government ministries, parastatals, welfare and church organizations and others in the NGO community. The person to be sought should, first and foremost, have the contacts, personality, savvy and desire to interface with these important potential clientele for ALOE. He or she should have the background and experience that would enable him or her to properly manage the finances of ALOE. Ability to converse in Shona and Ndebele would be preferred and any technical experience in the printing field would be welcomed though not required.
2. That while steps are being taken to fulfill (1) AID find a means of financing a short-term (six months or less) local consultant who could begin in carrying out one of the tasks

explained above. Specifically, he or she will begin to form relationships between ALOE and its prospective clientele, inform them of the services ALOE provides, and if necessary invite them to the shop for further investigation and discussion.

3. That complete job descriptions be drawn up for each employee of the printshop, and approved by the Printshop Subcommittee, the Printshop Manager and ALOZ Director. The Printshop Manager should then discuss them with each employee who if, in agreement, will sign them. They should then be placed in the individual personnel files.

II. Staff Training

As regards staff training concerns, the Printshop Manager has expressed his intention to train each staff member, in at least one other area. This training becomes crucial in a small shop where the absence of one machine operator could conceivably close down the entire operation, resulting in a loss of time and money. It became clear in discussions with the Manager that he has not seriously considered the need for such flexibility in the case of the typesetter. The person hired is working part-time only on computerized typesetting

equipment which is available in only one other shop in Zimbabwe. An individual had to come in from Johannesburg to provide training for her on the equipment. While the part-time hours are suitable for the person in the position, the Printshop Manager would like to see the position become full-time at some point in order to accommodate the expected increase in business. The typesetter also expressed concerns about being the only one on staff who has the training to operate the equipment, which is critical to the material production work of ALOZ. It is also a money-earner on its own since there are instances where a customer would come to ALOE requesting typesetting work only.

Recommendation:

- That one member of the ALOZ secretarial staff receive training in the use of the typesetter so that there will be a back-up person for the present Typesetter, filling in at the times when she is not there.
- That steps be continually and systematically taken by the Printshop Manager to ensure that all staff are trained in at least two areas as planned.

- And that periodic reviews of printshop staff salaries be undertaken so that appropriate adjustments can be made in line with their higher level skill acquisition.

Concerns have been raised about the lack of a smooth running financial information system that would allow the person responsible for bookkeeping to make projections for spending. These projections would also facilitate an organized and systematic procedure for applying for project funds from USAID. The responsibility rests ultimately with the Printshop Manager who has delegated it to his Administrative Officer. The Administrative Officer was hired admittedly, with no bookkeeping experience but has begun receiving training from the ALOZ Finance Officer with some assistance from the staff of Price Waterhouse who are currently reviewing the books of ALOZ.

Recommendation:

- That the bookkeeping training and accounting procedure continue until such time that the administrative Officer for ALOE is fully capable of handling the finances in an efficient and timely manner. Enrolling in a bookkeeping course would be adviseable in this case.

In two instance, staff were interviewed and hired without the knowledge of the ALOZ Director. In one of the instances, an employee was dismissed at the insistence of the ALOZ Director owing to his severe handicap that prevented him from performing his task in an acceptable fashion. In the other instance an additional general hand was hired (making a total of 3) and the ALOZ Director, finding out after the fact, questioned the necessity of such decision.

Recommendation:

- That all personnel recruitment be carried out by the Printshop Director, Management Subcommittee, the Director and Deputy Director of ALOZ and othe ALOZ administrative staff as stipulated in the Grant Agreement.

Suitable facilities for the printshop were secured in March 1983 in the Industrial Area of Harare. Some unexpected costs were borne by ALOZ in readying the facility for operation, e.g., painting of walls, installing the darkroom, undertaking electrical work and having the appropriate furnishings made. By June, 1983 equipment began to arrive though later than projected. Further delays in the equipment arrival occurred due to the Banker's delay in establishing letters of credit and the Reserve Bank giving its final approval. Although

according to the Grant Implementation Plan the projected start date for the printshop operation is stated as June 1983, it was not until the end of September 1983 that the last piece of equipment arrived. Full operation of the printshop began only in October 1983. Because work is slow at this time there is concern regarding the damage to the machinery if it sits idle for a period of time. The backlog of ALOZ books presently awaiting Government approval and other jobs to be secured should serve to abate that concern.

Another concern is related to the maintenance and servicing of the machines. There are bound to be some teething problems in operating the new machinery that may result in the need for parts and servicing. Maintenance and parts on some of the machinery are not readily available in Zimbabwe and delays in securing them means that work can be stopped sometimes for days. Besides the proper care and use of the equipment which each staff member seems to be conscientious about, we strongly recommend that in addition to training in the operation of the machine, staff be trained in simple service operations.

Acquiring the necessary film, chemicals and typesetting paper has been problematic from the beginning and is a continued source of concern for the Printshop Manager. The products are not stocked in Zimbabwe and apparently, local agents will not take on new

customers. There is the option of approaching Kodak and BBC directly for these supplies. We recommend that forward planning be done so that enough supplies can be ordered to meet the projected increase in demand for print services.

In our visits to the printshop we observed a very spacious and pleasant working atmosphere. After a breakdown in one of the machines which stopped work for a couple of days, we found the machines running and morale high among the staff. The printshop staff is to be commended in its successful efforts at preparing and maintaining the ALOE Press for operation.

E. Summary of Recommendations

Action	Date (To Be Completed)	By Whom
1. USAID and ALOZ agree in writing that project purpose be interpreted to cover educational, motivational and development oriented materials for low level readers and supportive aids.	Feb. 84	AID/AL0Z

- | | | |
|---|-------------------|------|
| 2. ALOZ should revise its price list at least at 6 months intervals as materials printed by ALOE become available. | periodi-
cally | ALOZ |
| 3. ALOZ should inform teachers and their sponsors of the reasons for periodic price revisions. | Feb. 84 | ALOZ |
| 4. ALOZ should seek more markets for its books | Ongoing | ALOZ |
| 5. ALOZ should investigate the potential of offering a large number of books for low-level readers. | June 84 | ALOZ |
| 6. The Management Subcommittee establish a pricing policy on different categories of jobs for GOZ, including local government agencies and educational institutions, and for parastatals. | Jan. 84 | ALOZ |

7. A financial analysis of costs and income of ALOE, should be financed by AID with the aim of reviewing and making recommendations on ALOE changes
May 84 AID
8. That the organigram for the decision-making process be revised.
Jan. 84 ALOZ
9. That a Term of Reference be developed for, and distributed to, the Subcommittee by the Management Committee.
Jan. 84 ALOZ
10. That meetings of the Subcommittee be held monthly and that proper minutes be taken and distributed.
Ongoing ALOZ
11. That the AID Grant Agreement be amended and funding sought to hire a full-time Finance Manager and Public Relations person.
Feb. 84 AID/ALOE

12. That AID seek ways of financing a short-term local consultant to handle ALOE public relations as a stop-gap measure while Rec. 11 is in process. Feb. 84 AID/AL02
13. That complete job descriptions be drawn up for each employee of the printshop. Feb. 84 ALOZ
14. That one member of the ALOZ secretarial staff receive training in the use of the Typesetter. Mar. 84 ALOZ
15. That steps be taken continually and systematically to ensure that all staff are trained in at least two areas as planned. Mar. 84 ALOZ
16. That training in bookkeeping and accounting procedures be intensified. Feb. 84 ALOZ
17. That all personnel recruitment be carried out as stipulated in the Grant Agreement. Ongoing ALOZ

18. That forward planning be done so
that enough supplies can be ordered
to meet the projected increase in
demand for print services.

Feb. 84 ALOZ

19. That staff be trained in simple
service operations.

April 84 ALOZ